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THE BUSINESS EDUCATOR

Vol. XXX

SEPTEMBER, 1924

Number 1

PENMANSHIP
BUSINESS

ENGROSSING
EDUCATION

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In order to accomplish the best results in penmanship, now is the time for subscribers and club raisers to become active so that the largest number may have the advantage of the lessons which begin in this issue.

-E. Brown, 1924-

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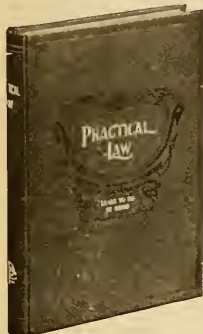
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W. S. ASHBY, BUSINESS MANAGER



BOWLING GREEN BUSINESS UNIVERSITY
BOWLING GREEN, KY.

March 28, 1924.

Mr. Clarence A. Pitman,
2- West 45th Street,
New York City.

Dear Mr. Pitman:

Your letter under date of March 18th has been referred to me as I am in charge of the class which is using Mr. Opdycke's BUSINESS LETTER PRACTICE. I have been using this text only ten weeks and I started using it only after a very careful examination of its contents. I find it to be unusually well suited to our needs. We wanted a text-book that would combine a certain amount of theory with a great deal of practice. The excellent examples and illustrations which this book contains and the interesting way in which the subject is presented enables me to hold the attention of the students in a class in which students many times are not interested.

I think one of the greatest compliments that can be paid the book is that out of sixty students in the last class I had, only one wanted to sell his book. These people are going out to positions as bookkeepers and stenographers and other office positions and they have seen how much good they may get out of this book if they keep it on their desks. It gives me great pleasure to say these few words concerning it.

Respectfully yours,

Thos. M. Dickerson

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The Business Educator

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VOLUME XXX

COLUMBUS, OHIO, SEPTEMBER, 1924

NUMBER 1

C. T. CRAGIN UNDERGOES OPERATION

Mr. Cragin has been in the hospital since July 1st, where he underwent a serious operation. Friends and readers of his interesting stories in the *Business Educator* will anxiously await news of his recovery, which up to the present, has not been as rapid as it should have been. His plans to write about the late W. E. Dennis, one of his boyhood friends, had to be postponed.

SAMPLE COPIES FOR CLUBBERS

We have a large number of copies of back numbers of THE BUSINESS EDUCATOR which we shall be glad to send to any teacher or clubber to assist in raising clubs. Now is the time to get your students interested in the B. E. Let us know how many back numbers you can use.

It is only through your cooperation that we are able to reach the students who really need the work given in the *Educator*. Get them interested in the *Educator* and see the results.

J. E. BROWN'S COURSE

In this issue we are beginning a course in business writing by James E. Brown. It has been a delightful surprise to us. The instructions are clear, interesting and to the point. The copies are carefully graded and well written, and the presentation as a whole shows that Mr. Brown ranks at the top as a teacher of rapid, practical business writing.

Get your pupils interested in this course.

A circular has been received from the department of Penmanship, Designing, Show Card Writing, Art and Cartooning of the Tyler Commercial College, Tyler, Tex. This department is headed by W. A. Botts, the well-known penman and cartoonist.

The circular is very attractively illustrated, showing the high class of work being done in that institution. Undoubtedly Mr. Botts will be able to develop a very large special penmanship department. The *Business Educator* wishes him success.



THE PASSING OF H. W. ELLSWORTH

The *Fredonia*, N. Y., Censor of July 16 contained the news of the death of that veteran penman, teacher and penmanship author, Mr. Henry W. Ellsworth.

Mr. Ellsworth was in his eighty-seventh year, having been born at Stockton, N. Y., in 1837. Singularly, his wife died just four months previous to his death, she having reached the age of eighty-five.

Mr. Ellsworth was an earnest student of penmanship, and did what he could for the improvement of the methods by which the youth of the land could develop good penmanship. In 1861, believing that the then prevailing styles of writing with flourished, shaded, complex capitals and the long loops of small writing could be simplified and made more practical, he decided to prepare a series of writing books with simpler capitals and shorter loops. It is said that he was the first to make the change in reducing the length of loops from four or five spaces in length to thirds, and which was later followed by other publishers.

In 1866 Mr. Ellsworth published the first journal devoted to penmanship.

"The Writing Teacher," and continued its publication until 1872. This journal was followed by the "Penman's Art Journal" which was begun by A. H. Hinman in 1874 in Pottsville, Pa., and later transferred to D. T. Ames of New York City.

As the crowning feature of Mr. Ellsworth's life work for the benefit of business colleges, public schools, teachers and their pupils, he published in 1897, "Lessons and Lectures on Penmanship" which many regard as the best treatise on writing known at that time.

It is stated that Mr. Ellsworth always placed the good of the cause before his own pecuniary gain. Yet, he continued to prosper even in competition with others having much greater capital.

He raised a family of eight children. He retained his skill in writing to the very end, as letters recently received in our office testify.

PROFESSIONAL CERTIFICATE

More teachers of penmanship are today striving to win the *Business Educator* Professional Certificate than ever before, and more are succeeding. The standard for this certificate is very high. So high that during the course of a year very few certificates are issued. The fact that so many teachers are working for this certificate indicates that teachers generally are working as never before to reach higher standards. I. H. Long, Berea College, Berea, Ky., when sending in specimens from his students for the students' certificate, sent a specimen of his own writing for a Professional Certificate. His work is very graceful and accurate, and shows that he will soon be the possessor of a Professional Certificate. May the good work continue among teachers.

D. BEAUCHAMP

Within the next few months readers of the B. E. will have the pleasure of seeing specimens of engrossing from D. Beauchamp, the engrasser of Los Angeles, Calif., who in the past has contributed very skillful and helpful specimens, and his work today is better than ever.

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The *Business Educator* is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.



Modern Business Penmanship

By JAMES E. BROWN, Boise, Idaho

In the present day nearly every one attending our public schools gets some training in penmanship. This subject is receiving more and more attention despite the fact that a few misinformed people jump at the incorrect conclusion that the typewriter has made it unnecessary to learn to write well.

Due to this attention to penmanship in the public schools, it is unusual to find a young person who does not know the proper position and movement for good writing. However, for the benefit of those who have not been fortunate enough to have this previous training, and who have not the advantage of personal supervision by a teacher, it is deemed best to give some preliminary instructions relative to position, movement, etc., in order that full benefit may be received from these lessons.

MATERIALS

Probably a few words about materials will not be amiss. Only good material should be used. Any light weight penholder that fits the hand comfortably may be used. Avoid a holder that is too small, as it has a tendency to cramp the hand and will not easily stay in the proper position. Use a rather fine penpoint, not too fine, but very carefully avoid a stub pen; also avoid a coarse ball pointed pen. Use an ink that flows freely and produces a fine but strong line. Higgin's Eternal is good and can be bought at most stationery stores. Any regular penmanship paper will do. Avoid paper with a rough finish.

Zaner & Bloser Company, Columbus, Ohio, are specialists in all branches of penmanship, and handle a large line of supplies.

POSITION

It is very important that you maintain a proper position. Sit directly facing the desk. Sit well back on your chair and bend forward at the hips. Keep the shoulders in a natural position. The arms should rest on the desk bent sufficiently at the elbows to form about a right angle. The desk should be at a proper height to support the weight of the arms when in this position. After bending forward at the hips the body will be brought very near the desk. The clothing may actually touch the desk, but the body should not press against it. It is quite important that the elbow of the writing arm form approximately a right angle. If you find your arm doubles up too far, experiment to find out the reason. It may be that you are too near the desk. Try pulling the right side back slightly, allowing the left foot to rest about eight inches ahead of the right. This should pull the elbow nearer the body and form a larger angle of the arm.



FREEDOM IN WRITING

Illustration No. 1

Study illustration No. 1 closely. Note that there are two places where the arm rests on the desk, one at the elbow on the large pivotal muscle, the other under the hand on the nails of the third and fourth fingers, or if it seems better, upon the first joint of the little finger. Be sure to let the full weight of the arm rest on the pivotal muscle. There is a tendency on the part of some beginners to raise the elbow from the desk and to use whole arm movement. This is detrimental to good results. If the clothing on the lower arm is tight there will probably be a tendency to lift the arm at the elbow in order to get sufficient scope of movement. Keep

the arm clothed, if at all, very loosely. The skin on the lower arm must stretch freely while the arm rolls around on the pivotal muscle. Observe that the penholder crosses the hand near the knuckle. Make it point over the upper arm near the shoulder. This will keep the wrist in the proper position, nearly flat.

The holder should be held between the thumb and first finger and touch the side of the second finger between the end and joint. The first finger only should be on top of the holder, and the thumb should be opposite the first joint of the index finger.



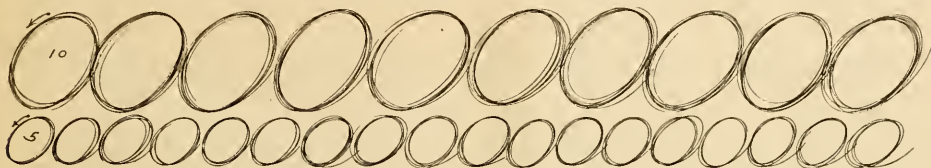
This illustration shows Mr. Brown in what he considers the correct writing position.



LESSON ONE

The first copy is to teach a number of important things, prime among them movement. See that you are in proper position and with your arm resting firmly on the pivotal muscle, give the hand a light easy swing. Do not use the slightest finger movement, but keep the entire lower arm and hand rotating around in the direction indicated on the copy. Make this copy two spaces high and go around ten times before lifting your pen. The lighter your lines the better, so long as they are strong and even all the way around. You will note that these ovals are not exactly round but instead are about two-thirds as wide as long. You should further note that they are not vertical but that they incline considerably to the right. This is the slant of your writing and must approximate the copy.

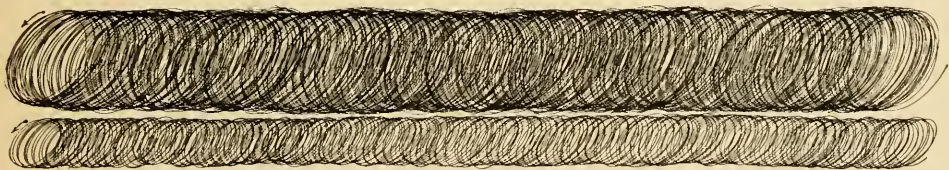
Don't be afraid to spend a lot of time on these ovals. Your progress depends upon a good foundation. Do not build your foundation on the sand. The second copy is like the first except for size. Make it one space high and retrace five times.



LESSON TWO

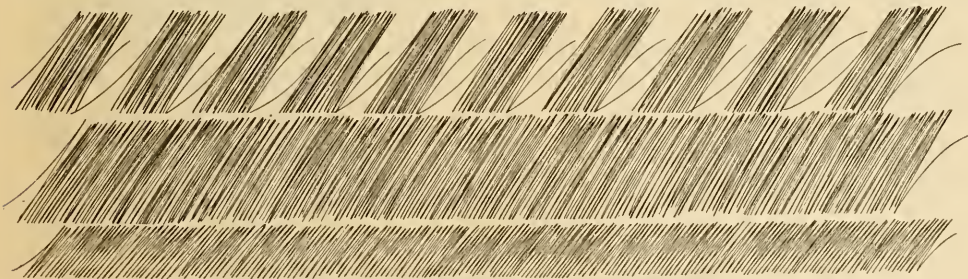
The large copy in this lesson is a direct oval exercise. It is often called the compact oval. It is best practiced in sections, making about two or three inches of copy and then shifting the paper. It is good practice to put the paper in such relation to the hand that by swinging the hand back and forth across the page as a pendulum the pen will touch the base line at either end. When this relation is established try making the oval clear across the page without lifting the pen, unless necessary for re-inking.

Copy No. 2 of this lesson is like copy No. 1, except smaller. For the large copy make about 180 ovals a minute, and about 200 of No. 2.



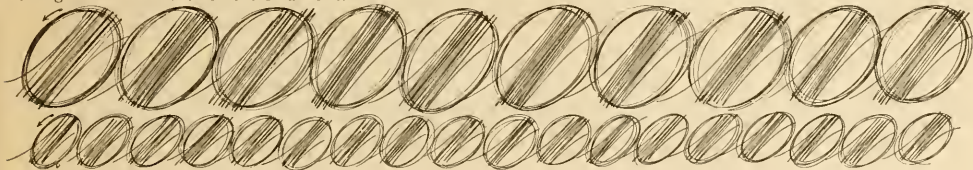
LESSON THREE

This lesson is to develop the straight line exercise which helps to establish slant for one's handwriting. In the first copy note the beginning and finishing strokes. Make about twenty downward strokes in each exercise. Keep it two spaces high. For the second copy use the same plan of practice as that outlined for the large compact oval in Lesson Two. The last copy is similar to No. 2 except in height. 180 to 200 downstrokes a minute.



LESSON FOUR

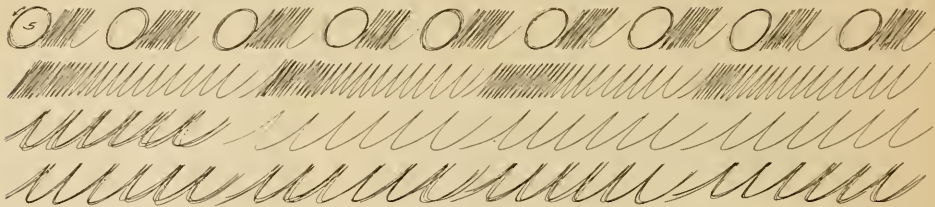
Lesson Four combines the oval and straight line exercises with a view to harmonizing the slant. Make the copies two and one spaces high respectively. Make the ovals first then go back and put in the straight lines. Count 10 for the large exercise and 5 for the small one.





LESSON FIVE

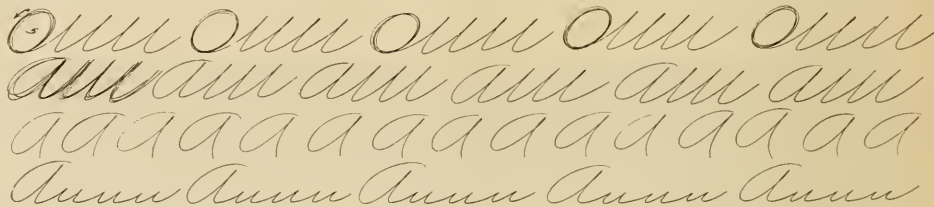
Here we are beginning to develop writing principles. Move rapidly and do not use any finger motion. Make the exercise one space high and try to make the downstrokes uniform in slant. Note the spacing, also the retracing. Note the rounded turn at the base line. Move rapidly and make very light lines.



LESSON SIX

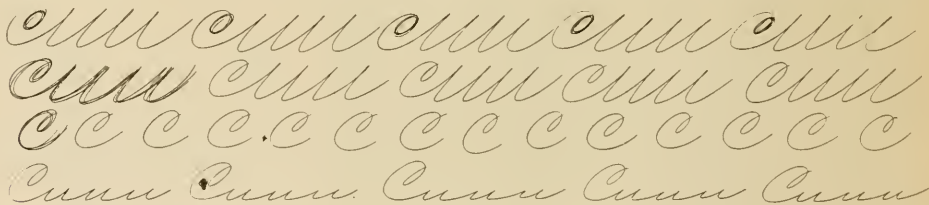
For the first copy in this lesson count for the ovals 1-2-3-4-5, and for the second part of the exercise count for the downstrokes only, 1-2-3-4. Watch the slant of the downstroke and try to get it to harmonize with the slant of the oval. In the second line note that the right side of Capital A is exactly like the downstrokes used in the first line. For this exercise count 1-2-3-4-5, and maintain a uniform speed throughout. Retrace your exercises.

In the third copy we have the plain capital A. Note the finish. It is made with a downward swing of the pen. Lift the pen while it is in motion as soon as you can after it crosses the base line. This will produce a fine pointed line which adds grace to the letter. In the fourth copy slant is the thing of first importance; space should also receive some attention. Note the downstrokes, try to make them all on the same slant. Do not use the fingers.



LESSON SEVEN

The practice on this lesson should be similar to that on Lesson Six. Here we have capital C instead of A. The start and finish are always to be carefully watched. Especially is this true with capital C. The start is a small loop near the top but at the right side. The two downstrokes in C are parallel. Make a pointed line at the finish in the fourth copy, but do not lift the pen at the finish of C in the first three lines. Watch slant. Imitate the copy. Make light lines. Keep your pen clean. Be enthusiastic. Be in earnest. Practice plus study counts.



Business Penmanship

By OLIVE A. MELLON

Supervisor of Handwriting, McKeesport, Pa.

Send Miss Mellon two pages of your practice work with 10c and she will criticize and return your work

INTRODUCTION

Vacation is over. No doubt your writing equipment has accumulated a coat of dust. Let us house clean and oil up the writing machinery by a thorough drill on the fundamental exercises, the compact oval, the single oval exercises, and the push and pull, and at the same time notice whether your paper is in the proper position. Are you holding your pen correctly and are you using a free easy movement with plenty of speed?

Enter upon your new work with renewed vigor and a desire to accomplish something worth while.

Your work will then be easier and your determination to try, strengthened by your will to do, will result in reaching the standard of efficiency toward which you aim.

PLATE 19

- Drill 1. Begin this Cap X exercise with a long open loop and move to the left, forming the indirect oval. Make this exercise to the count of eight, stopping at the bottom.
- Drill 2. Retrace the loop to the count of seven and on the eighth count slant downward. Do not make the loop too wide but have plenty of space between the loop and the down stroke. In other words, form a wide shoulder.
- Drill 3. The first part of this exercise is made like the preceding exercise. The second part like the figure six. Make each part to the count of eight. Keep both loops the same in width and in depth, also the same space from the loop to the down stroke.
- Drill 4. Make the capital X to the count of 1-2-3-4; 1-2 for the first part and 3-4 for the second. Try to have the lines touch at center.
- Drill 5. When writing these words notice that it is not necessary to form the loop on the second part of the letter. Make the down stroke for the second part of the letter and slide out, forming e instead of the loop.
- Drill 6. Practice this sentence carefully, observing the height and the slant of the letters; also the spacing between the letters.
- Drill 7. Before beginning the practice on the letter x, practice the push and pull exercise. Use a free in and out motion. Keep the lines close, and write about four hundred strokes to the line.
- Drill 8. This is the small x tracer made one full space high. Retrace each letter three times. Notice the round turn at the top and also one at the bottom. Aim to keep the beginning and the ending strokes the same in length. See that the down strokes are stiff and on main slant. Cross the x on the upstroke starting on the line, half way between beginning stroke and the round turn. Cross through the center of down stroke and end half way between the round turn at top and the ending stroke. Keep the cross stroke the same height as the letters.
- Drill 9. This small x exercise is both confusing and difficult. This is written to the count of eight, but when first beginning finish off on the count of five or six. You will become confused if you attempt too many turns. Do not make the spacing too wide. Use a little push and pull movement. This will aid in spacing. Use a stiff down stroke. There is a tendency to curve the down strokes in this exercise. Observe the round turns both at the top and at the bottom.
- Drill 10. Make this exercise to the count of eight, retracing on the down stroke.
- Drill 11. Follow instructions given for the small x tracer. Write the x to the count of three. Do not be careless about crossing the x.
- Drill 12. Connect four x's. Make the crosses the same height as the letters and on the same slant.
- Drill 13. Write six words to the line. Watch the position of your pen and use plenty of movement.

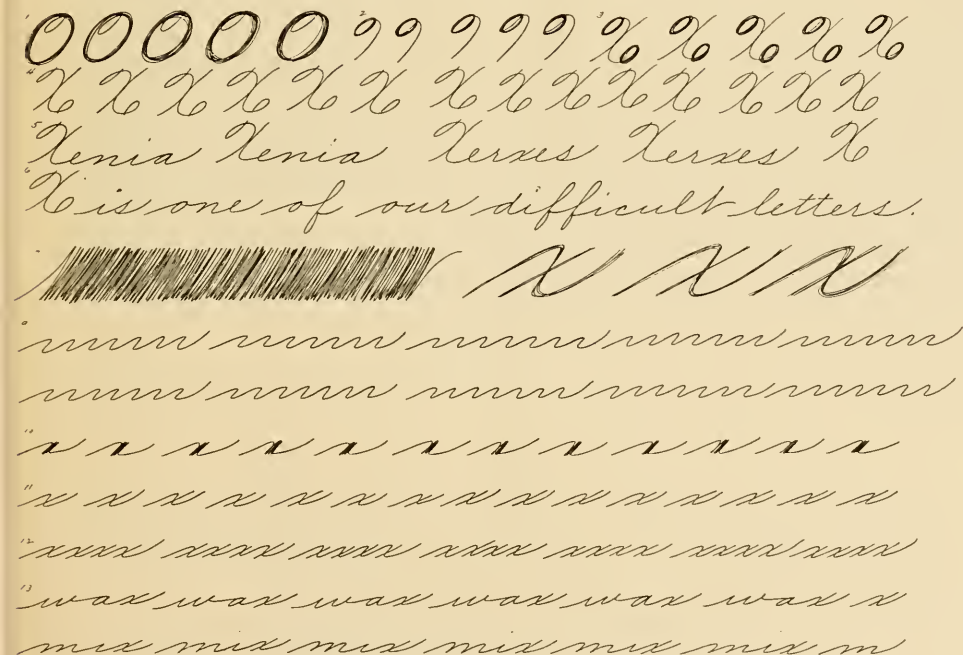


PLATE 20

- You will notice that the letter Q does not contain a stiff stroke, therefore free action of the arm is necessary.
- Drill 1. Begin the capital Q exercise with a long open loop and curve to the right, making a broad top on the letter. Surround this loop with the indirect oval. Finish with long loop resting on the line and a compound curve.
- Drill 2. Begin the same as first exercise, but instead of surrounding it with the indirect oval use the figure eight exercise, resting it flat on the line and retracing it several times. Be sure to make both loops in this exercise the same in length.

Drill 3. This letter requires much curve. Extend the front loop far out the line so that it will slant on main slant with the beginning loop.

Drill 4. Try to make uniform capitals. Use a free motion. Write five words to the line. Watch the height of the letter b in Quebec and the depth of y in Quincy.

Drill 5. Begin the small q exercise the same as the letter a. Push and pull on the down stroke, curve the loop to the right, tie on the line and finish off with a light stroke.

Drill 6. Retrace the a part of the letter. Do not make the loop too wide.

Drill 7. Make the letter q to the count of four. Check the motion on the third count if necessary.

Drill 8. Connect three q's to the count of 1, 2, 3—1, 2, 3—1, 2, 3—.

Drill 9. Practice qu to the count of six.

Drill 10. Write several lines of these words. Put out as pleasing a looking page as possible. Try to make your writing uniform in size.

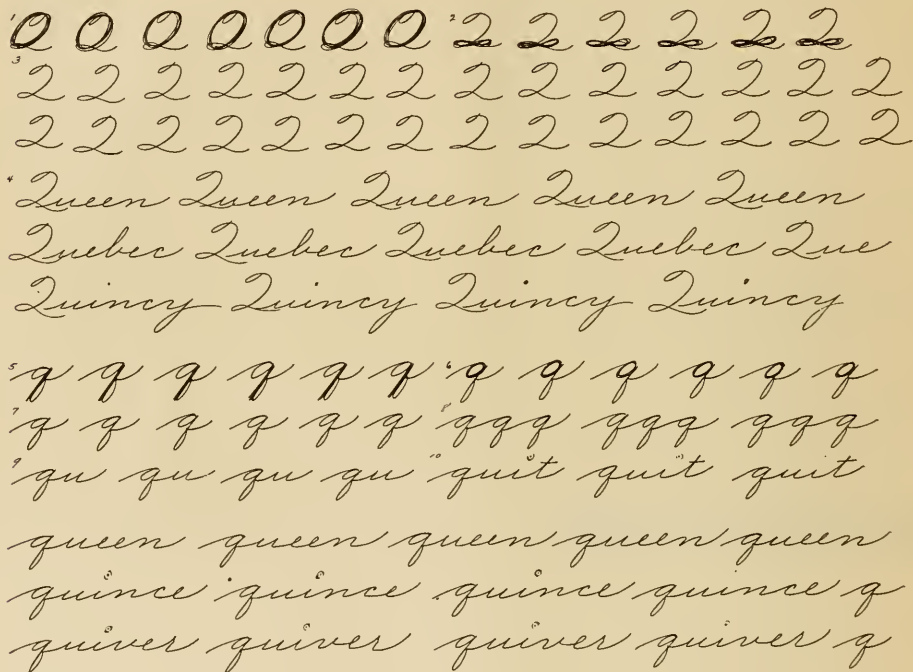


PLATE 21

This is one of the indirect capital letters. Practice the indirect oval before beginning the capital I exercise.

Drill 1. Avoid too much curve when beginning this exercise. Count 1 for the first up stroke and 2-3-4-5-6-7-8 for the indirect oval. Make this oval more on the lateral type. The down stroke is a slanting straight line.

Drill 2. Begin as capital J. Be sure to let the down stroke cross through the up stroke, forming the v shape. This helps to broaden the turn on the base line. Finish with dot or lateral connecting line.

Drill 3. Practice the Iv and the Ir combinations before the entire word.

Drill 4. Practice the small i exercise to the count of 8 for the retraced line and 8 for the extended strokes. Observe the angles at the top and round turns at the bottom. Use a gliding motion.

Drill 5. Write the small i to the count of 1-2-3. Curve the up stroke and slant stiffly on the down stroke. The finish stroke must be the same length as the beginning stroke. Place the dot just above the letter and on the same slant as the down stroke.

Drill 6. Practice the connected i to the count of 1-2-3-4-5.

Drill 7. Observe the angles and loops in this exercise. Connect as many as movement will permit.

Drill 8. Check the motion at the shoulder of r.

Drill 9. Practice these words with the best movement possible. Watch closely the slant of the first and last down strokes.

Real business writing is produced spontaneously. We like fluency in handwriting as we do in speech. It will not be so much in evidence when we write each letter and word with conscious care. But it will result from much full line practice.

When one thinks only of complete words and sentences, instead of individual letters, there will be some sacrifice in mechanical accuracy, but this will be more than balanced by the pleasing effect that will result from the fluency, grace, and dash that will become habitual with the writer.

While learning we give conscious attention to the study and practice of individual letters and selected words. When these have received due attention we should apply the skill that should result from these conscious efforts to continuous writing.

Easy, practical business writing by C. C. Lister, Maxwell Training Schools for Teachers, New York City.

THE
Connater School Penmanship
Columbia, S. C.



TRIBUTES TO THE LATE W. E. DENNIS

In the death of W. E. Dennis the profession has received a distinct loss. He was in a class by himself and his work was admired by all.

F. B. Courtney, Detroit, Mich.

I just returned from the funeral of W. E. Dennis. Mr. Dennis died last Friday about eleven o'clock. Was ill only about three days with pneumonia. In his death the profession lost one of the greatest, if not the greatest, in his line.

C. C. Lister,

June 8, 1924. Brooklyn, N. Y.

Have you heard of the sudden death of Mr. Dennis? It occurred last Friday, after an illness of only three days, from pneumonia. The sad news came to me with a shock. I can scarcely realize it. It seems but as yesterday since I met him at the Convention in New York and, in company with others, called to see him in his studio and looked over his wonderful collection of pen work.

He was a very genial, pleasant gentleman, and very unassuming. To my mind he had more skill in flourishing, birds, etc., than any man whose work I have ever seen, not excepting that of the late John D. Williams, who, in his day, was considered the finest in the profession.

I greatly admired Mr. Dennis, and shall miss his frequent jolly letters, which were often written in very grotesque fashion.

Some others of us must soon follow. Ames, Hinman, Zaner, Risinger, Huntsinger, and now Dennis. They have led the way. The door is open. Are we ready to enter? To enter the heavenly home? I hope so.

H. W. Flickinger,

June 11, 1924. Glenolder, Pa.

Dear Friends:

I have your letter suggesting a tribute to my esteemed former business partner and friend, W. E. Dennis. I am more than pleased for this opportunity to commend Dennis, the man, as well as Dennis, the penman.

I first met Dennis in 1909, having gone from the Zanerian to work for him during the diploma season, and became associated with him in business in January, 1914, the partnership continuing until I left New York in August, 1918. During this time we were closely associated both in and out of the office, and I learned many of his peculiar traits of character which he permitted perhaps but few others to learn.

The longer I knew Dennis the more highly I valued his friendship. He was one of the kind that stick, and I could always count on his friendly letters whether I answered promptly or not. His letters were entirely different from the letters I receive from others—penmen or otherwise. He had a style all his own—a combination of shorthand, hieroglyphics and longhand.

Dennis had planned a trip for this summer to include Chicago, the Zaner-

ian and other places along the route of a pleasant round trip, and I regret that death claimed him before he could make this visit. Many penmen would have had the pleasure of meeting a real prince of the profession—the most original by far that I have ever met. He loved the work and had seemingly unlimited skill. He was generous in his praise of the skill of others, and like most of the really great ones was extremely modest of his own ability. He helped many aspiring engrossers, and they were always welcome to examine his scrap books or samples of engrossing and learn as much as they could from them. He was glad to hear of the success of others, and envied none.

Dennis' work had included almost everything that a penman could be expected to do. His first inspiration was Gaskell's Compendium and later he attended Gaskell's school. At the age of 16 he was widely advertised as Gaskell's boy wonder. Later he had assisted A. R. Dunton with his diploma work and also his correspondence, which in those days before the advent of the typewriter, was in ornate penmanship. He told many amusing stories of both Gaskell and Dunton, and had great admiration for their skill.

After coming to New York he had written cards, taught penmanship and prepared pencil copy for copybook engravers, which was quite a field for penmen at that time. I showed some of this pencil copy to Mr. Zaner and he pronounced it the equal of any he had seen and an entirely different style of work from the free, dashy pieces characteristic of the Dennis of later years. He had specimens of carefully drawn and stippled figures, birds, etc., a style prevalent among penmen years ago. He had specimens of engrossing made from 20 to 40 years ago that employed a great variety of styles of lettering, and the color work which was in washes included ornament, portraits and other decorative adjuncts. Dennis had done comparatively little work in opaque color or what is generally termed illuminating at the present time, and strange as it may seem he had no success with the engraver's style of script, saying he "guessed he didn't have the right pull on the pen for script," but he could draw beautiful script in pencil, as witness the "Lord's Prayer" which appeared a few years ago in the Business Educator. The style of engrossing which was characteristically Dennis had display lines of German and Old English text and rustic lettering, and a Spencerian style of script which he wrote rather tall and compact. This style of engrossing permitted of considerable flourishing, which was real pleasure to him. Specimens of his lettering and flourishing remain which prove quite conclusively that he had no superior.

Dennis was of rather small stature—about 5 ft. 6 inches in height, and weighed not over 135 pounds. His hobby in the line of exercise was walking and his vacations, which lasted as much of the summer as he could spare away from the office, were spent in tramping

over the hills of New Hampshire and Massachusetts.

He was a hard worker and had produced perhaps as many pieces of penwork as any engrosser in the land. He had many sincere friends, and I hope to see some memorial to his memory placed where penmen of the present and future can see it and know of the esteem in which he was held by those who knew him best.

W. A. Baird,

3501 Sunnyside Ave., Chicago, Ill.

Mr. E. A. Lupier,

Business Educator, Columbus, O.

My Dear Lupier: The passing of William E. Dennis, Brooklyn, engrossing and illuminating artist, dean of his profession, was indeed a great shock to me, as it must have been to many thousands who were privileged to call him friend.

He was one of the very finest characters I have ever known, and the last time I saw him he jingly told me, after complimenting him on how well he stood the years, that he was surely going to live out a full century.

His all around ability was generally recognized, and he leaves a void in the profession that will be very difficult to fill. Peace to his ashes.

Very sincerely,

P. W. Costello, Scranton, Pa.

July 5, 1924.

W. E. DENNIS

The great master penman of the old school has passed on to a higher plane of existence. No man in the profession has done more to keep alive an interest in artistic penmanship as taught and practiced by the "old timers." It was always a joy to visit Dennis, as he was a genuine and genial friend whose dry humor and big heart made him a favorite with all fortunate enough to come within the circle of his acquaintance. His studio in Brooklyn has long been the Mecca for lovers of fine penmanship, and hanging on its walls are some of the very finest specimens of pen drawing, flourishing and lettering, which in point of delicacy, accuracy and individuality are in a class alone—masterpieces of line and color. No entertainment could quite take the place of an evening with Dennis, and in a letter written to me in April he sends the following characteristic invitation to visit him: "I wish U could come out this w some da & C our big displa of pen-work, the old timers, etc."

Dennis, when quite a young man, lived for a time with the late A. R. Dunton, at Camden, Maine. Under the critical eye of "A. R." he acquired a wonderful degree of accuracy in penciled script for copper engraving, and he made several large exhibition pieces of pen drawing equal in detail and delicacy to the finest steel engraving, displaying wonderful skill and patience. He also acquired a knowledge of disputed handwriting which he developed in later years.

I met "W. E." first in Boston in 1889 where he was employed by Mr. Dunton

(Continued on page 16)



Penmanship Devices and Plans

Teachers are invited to contribute short, helpful methods and devices of about fifty words or less to this department. Pass your ideas on to others

C. J. Potter, the progressive supervisor of writing in the public schools of Hammond, Ind., is ever alert for ways and means to improve the handwriting of the pupils in his charge. One of his second grade teachers, in the Wallace School, Miss Anita Cotter, he observed was obtaining unusually good results in this subject. So much was he impressed with Miss Cotter's work that he asked her to prepare an article explaining how she handled her classes. This she did and Mr. Potter kindly sent it to THE BUSINESS EDUCATOR, believing that her method might suggest ideas which may be applied by others by adapting them to other conditions. Evidently Miss Cotter is a teacher of originality.

The large writing on the blackboard can be done with normal effort and is in accordance with the Zaner Method of Writing. No doubt Miss Cotter could not be persuaded to have her second grade pupils to over-tension sufficiently to attempt the small adult size of writing with pen and ink, for she knows that to do so would be to their injury. Miss Cotter is very much in favor of the Zaner Method of Writing, as are the teachers generally in Hammond. Her article follows:

Because I teach in an industrial center and a large percentage of my children are foreign, I know that school doesn't sound half so interesting as factory and "job." Consequently, I take my first writing period to discuss the Konkey Plant which is across the street and where many of the parents, big brothers and sisters of my children work. In this lesson we talk about the factory, office, boss and superintendent. By this time the children are very much interested. Now in play, our room is not a schoolroom but that very attractive place—the Konkey Plant. The side and back board which I have ruled with red lines into spaces twenty-five inches wide, the lines being two inches apart, become the factory and office. I am the first "boss." The children come to me and after looking them over, one by one I give them a job in the factory. How important they feel after all have worked in the Konkey Plant factory. Now, the aim is to secure a position in the office. The salary is higher, and it is supposed to be so much nicer. As soon as a child does exceptionally well in the factory, he is ready for the office and is given an opportunity to work up to the position of "boss." The best writer in the office becomes boss of the factory workers. (O how they work to see who'll be the first new boss!) The boss gets a big salary and is allowed to go into the factory and help the workers there until they are ready for office positions.

As more and more children qualify for the position of "boss" competition becomes strong, interest increases, and with it, a love for writing.

The highest position is that of superintendent and goes to the most efficient boss. He may help any one in the whole Konkey Plant and receives the highest salary. In other words, the superintendent helps teachers to run the room. This office is

such an incentive that I have seen careless, lazy peless little factory workers become careful, alert, energetic, snappy little executives.

The factory workers are paid as much as they are worth—according to honest effort from fifty cents to one dollar a day, paper money. The office workers have a verse, which they practice in spare time, pasted on their space at the blackboard. The verse represents two dollars a day. The best office workers get five and the superintendent draws ten.

My present verses are taken from Child Health Alphabet, a little A. B. C. book put out by the Metropolitan Life Insurance Co. In this way the Konkey workers take active interest in the health crusade.

It have been so much fun for all of us that it is no wonder the children love to write and what one loves to do one can do well.

TRIBUTES TO THE LATE W. E. DENNIS

(Continued from page 15)

filling diplomas for the city. I was inspired by his unusual skill, and of course gathered many specimens of his off-hand flourishing, which have been carefully preserved all these years in my scrap book.

Dennis used to tell many interesting stories about his experiences while living with old "A. R." One day the old man said, "Dennis, I want you to write a letter for me in your best style in order that my reputation may not suffer, and sign my name." Dennis was pleased with the finished product and turned it over to the old gentleman, who, after stroking his patriarchal whiskers for a few minutes returned the letter suggesting the following postscript: "Please excuse poor penmanship. Been holding plow for a neighbor and my nerves are not as steady as usual." Duntno did a great deal of his work with a crow-quill pen and diluted India ink, producing the most delicate effects. Duntno lettered the Lord's Prayer within a border of very delicately tinted roses, and Dennis was making a copy of the design. After several days of painstaking work he completed the design and to all appearances his copy equalled Duntno's in fineness. Duntno said nothing but during Dennis' absence he removed his specimen from the frame, worked it up to a higher degree of fineness and replaced it in the frame. It was some time before young Dennis discovered the Professor's original method of getting results, a method which was quite successful in developing the skill and patience of this enthusiastic young man.

His going is a distinct loss to all,

especially those who knew him and loved him as a man and honored him as a penman and engrosser of the first rank. He was ever a student, always striving for greater skill, although his work seemed to combine all the important elements of beauty and perfection. I admired his every-day writing, charming it was in grace of line, distribution of color, and strikingly characteristic, all in all. The name Dennis will live in memory as a penman of the highest order, whose skill and genius influenced thousands of young men to strive for greater heights in the line of artistic penmanship.

All honor and respect to his memory.

E. L. Brown.

THE PASSING OF GREAT PENMEN

Possibly the passing of great penmen is not different from the passing of any other great men. Yet to me there seems to be a gap created by the individuality lost that can never be filled. In the case of Father Spencer, the father of the highest penmanship the world will ever know, his own family surely did its full part. Great as Father Spencer was in his day, before the accidental discovery of photo engraving, we know comparatively little about his actual work as it was fresh from the pen. Even the later Spencerian work was mostly hand-engraved, which was always a mystery to me how a human hand could be so accurate.

To me the next two in line are G. A. Gaskell and D. T. Ames. Gaskell excelled in awakening in the people of the entire world the desire to become good writers, while Ames through his mastery of the beautiful art in all its many branches, inspired thousands to take up the work and improve it.

No man at any time in the world could name five greater penmen than the five in my day and age, and all very near my age also: Taylor, Madarasz, Zaner, Moore and Dennis. I think I have named them in the order they left the world. No man on earth could name them in the order they ranked as penmen. "Some a little younger in the work who have passed away are Holt, Canan, and scores of others.

With all this passing of great penmen, we still have the big four with us; though Schofield may not be able to flourish as he once did; and Flickinger, the prince of penmen, may not today be able to equal his work of years gone by; but the specimens that appear in each number of The Business Educator from the pen of F. B. Courtney are as good as ever; and the penman who has excelled as a real writer for more years than any other living penman, and who had a few signature in the June issue without flourish or shade which contained practically the entire alphabet, the most graceful and beautiful ever penned. We all lay down our pens and take off our hats to E. W. Blosser, the greatest writer for the greatest number of years who ever lived in this great country of ours.

Dwight L. Stoddard,

Indianapolis, Ind.



MENTAL MEANDERINGS

By CARL MARSHALL

Route 1, Box 32, Tujunga, California

heart-breaking job. As for France, she does not run to athletics very much, having probably fewer star athletes than has either New York, Pennsylvania or Illinois. If accomplishment coupled with population is to count, it would seem that little Finland should wear the belt. Probably no other people in the world average so high in stamina and disciplined endurance as do these northland folk. Their heritage of harsh climate and niggardly soil saves them from softening luxury and compels to hard and sharp hustling. No wonder they are fit.

Our Two-Story Chief Justice Olson, Brains

for twenty years at the head of the Chicago municipal courts, has during these years been giving scientific study to the criminal. With him have been associated Dr. and Mrs. Hickson, experienced alienists, and the trio have given detailed study to some forty thousand criminals. They have reached a conclusion which, if true, is among the most important social and educational discoveries of modern times. They say that all human activities function through two distinct areas of the brain. The enveloping upper portion is the seat of the intellect, while all moral and other sensibilities originate in the basal or lower brain. If the upper brain fails to function, a man is an idiot; if it is the lower brain, he is a criminal. He may be deterred by his intellect from being more than a potential criminal, but having no innate sense of right and wrong, he may break out into criminality at any time. The recently convicted embezzler, Gov. McCray of Indiana, is cited as such a case. Newton C. Daugherty, one time President of the N. E. A., and the honored Superintendent of the Peoria, Ill., schools for more than twenty years, during most of which time he was stealing from the city school funds, was another.

The Chicago investigators claim that they have proved in numberless cases, that it is quite possible to determine by sure mental tests, whether or not a man is an organic brain-defective criminal, and what line of crime he is likely to take to. They also maintain that such criminality is absolutely incurable. As well try to restore a man with an amputated limb. Their conclusion is that such criminals once certainly identified by reliable tests, should not be punished, but permanently segregated under humane conditions where they can neither procreate their kind nor be a menace to society. We may be approaching the time when our present treatment of the abnormal criminal may seem as absurd and inhuman as was the treatment of the insane in the days of Queen Elizabeth, when they were smothered between feather beds or left to rot in dungeons.

How to Be Listen, young man; if you
A Failure have finally decided to be a failure, you might as well go about the matter systematically and make a good job of it. Somebody
(Continued on page 21)

The sixty-second assemblage of the N. E. A. appears to have been, as always, a notable gathering. Of course, like all its predecessors, it was "the greatest meeting ever." (How we Americans dote on superlatives!) A membership of 140,000 is reported, four-fifths of whom are actual class-room teachers. This makes it, in point of numbers, the greatest educational organization in the world's history, if we except The World's Federation of Education



Associations founded at San Francisco in 1923, and which claims a representative enrollment of 5,000,000. But the latter organization appears to function chiefly through its statistics, and probably not more than one-tenth of one per cent of its theoretical membership are aware that they "belong".

It would appear from the newspaper reports that this latest gathering at Washington, under the aggressive leadership of President Olive M. Jones of New York, concerned itself mainly with the interests of the teachers rather than with that of the schools. The key-notes sounded were "Retirement," "Tenure," and "National Recognition," by means of a new Government Department, with a cabinet secretary and other machinery as provided by the Sterling-Reed Bill. This self-centering program is a bit disappointing. Most thoughtful Americans, including teachers who are really in love with their work, believe that our schools are for the children rather than for the teachers, and that the interests of the former are paramount. The teacher's work is nobly altruistic, and ought not to be submerged in a selfish professionalism. What should be thought of a convention of pastors and missionaries who should concentrate on schemes for holding their jobs, or retirement pensions or pulling wires for political "recognition" rather than on spreading the Gospel? Education has its ideals also, and the bosses of the N. E. A. might profitably grow prayerful over this truth.

A Department of Education Practical people are wondering what is to be gained by projecting the educational forces of this country into national politics through a Department of Education at Washington. Just what would a "Secretary of Education" have to do except attend cabinet meetings and draw his salary? Except a few schools for Indians and soldiers, this Government has no educa-

tional institutions nor any present constitutional means of establishing any. From the beginning, education has properly been regarded as a function of the several states, and the sponsors of the new Department do not at present propose any change in this policy. Under this condition, what service could be rendered or what function exercised by a cabinet department in behalf of education, that is not already rendered or exercised by the present Bureau of Education? But these considerations will not weigh much with the ambitious educational politicians to whom a cabinet position would have real attractions. And these attractions would not be lessened by the fact that the job would involve little of either responsibility or work.

Big Fighting Words

G. K. Chesterton wittily and satirically comments on the curious aberrations of the British press in the matter of using high-sounding military terms to describe the petty squabbles of the English politicians and parties. This distemper is quite as prevalent in America. The vocabulary used by the high-priced newspaper correspondents to describe what took place at our recent political conventions is much the same as that used to render vivid what occurred in France in 1918. The La-Follette men were "held in their trenches" at Cleveland by the "terrific barrage laid down" by the Old Guard. At New York, McAdoo's "shock troops" were soon to be "sent over the top." Al Smith was "holding his impatient battalions in reserve" for the "final charge". Sometimes the language shifted from the battlefield to the jungle, as when somebody's speech threw the pro and anti Klu Klux hordes into "snarling rage" and "thirsting for gore" ready to "fly at each other's throats". Rather cheap and tawdry, all of it, but the papers have to be sold and we like "hot stuff".

The Olympiad of Good Americans, Victory

All good Americans, of course, chortled with glee when our boys won out at Paris by such an overwhelming margin. It will be just as well for us though, that we do not jump at the conclusion that we are, therefore, the most physically fit people on the earth. We should be good sports enough to remember that we had a hundred and ten millions of people from which to sift our superathletes, — rather more than twice as many as any of our competitors. Then, too, we put intense business efficiency into our athletics as does no other people. For instance, our British cousins take their athletics as pleasurable sport rather than as a grueling,



ORNAMENTAL WRITING

By RENE GUILLARD, 1212 Elmwood Avenue, Evanston, Ill.

Send Mr. Guillard two pages of your practice work with 25 cents
and he will criticize and return your work

This month's lesson is composed of eight signatures of great penmen — a wonderful group of the older boys who have had so much influence in the world of beautiful penmanship for the past 30 years.

Who among us who loves the beautiful in writing has not admired the exquisite, delicate ornamental penmanship of Blosser, the intricate, skillful signatures and graceful flourishing of Behrensmeyer, the odd beautiful curves of Lehman, the masterful business

writing of Mills, the great flourishing of Brown, and the clever work of Bartow? Who has not heard of Dennis, the genius, and Courtney, the penmanship wizard? If you have not, you are not a penman.

There is no doubt sufficient work presented this month to keep the student busy for weeks. The Blosser signature, though plain, was for the writer the most difficult of the group. Observe that the lowest part of the **E**, the last swing of the **B** and the flourish of the

small **r** are at an even distance below the base line. In the Behrensmeyer signature, the pen comes to a complete stop where the oval part of the **P** meets the base line. The styles of **B** in both the Lehman and Behrensmeyer signatures are quite difficult but can be mastered by perseverance and application. The W. E. Dennis signature is rather attractive and out of the ordinary. Notice in particular the form of the capital **E**. The introducing stroke of the **W** does not come in direct contact with the shade. The light line flourish surrounding the Courtney signature gives it balance and is also used as a top for the letter **t**.

Certainly the **S** in the Bartow signature is unusual. The long shade at the top of the letter was made last, and was made from right to left.

A. Blosser

E. Brown

P. Behrensmeyer

A. Lehman

A. Mills

W. E. Dennis

J. B. Courtney

J. Bartow

TRUTH

The Evening Globe, Hagerstown, Md., contains an interesting account of the commencement exercises held at Columbia College on June 27. The school this year had an enrollment of 234 and closed one of the most successful years in its history.

President S. M. Funk, in delivering his address, emphasized the value of truth, which seems to be so greatly disregarded today almost everywhere. Part of his address follows:

"There are two forces in life that bid for your services — Falsehood and Truth.

"Falsehood promises success on the principles of sham and bluff. But it is a success that will wear your conscience and blight your life. Falsehood takes the easy road with victory at any cost, but it is a victory that causes truthful men to frown upon it in honest indignation. Falsehood's claim is easy money, a fat position, prosperity, friendships, pleasures and liberties.

Truth Always Prevails

"Truth leads over a solid road to an eternal reward by way of a noble life, unselfish service to the best interest of man wrought out by the guidance of a clear and sensitive conscience.

"I charge you to choose the latter, for out of truth grow beauty and strength of character. Truth is a generator of power, action and courage.

"Safety First' is a good motto if not harnessed to a lie, but safety harnessed to a lie is the unsafest guide to true usefulness that I know.

"You may always be absolutely sure of one thing, no matter under what circumstances; a lie is never justifiable nor is anything that amounts to a lie ever allowable.

"Action speaks louder than words. Conduct shows that many people are but little concerned about truth. Deceptions, trickeries, make-shifts and intellectual juggleries are resorted to, to gain advantage, and truth is driven from the conscience as an enemy to success.

"If truth were a welcome guest in the realm of conscience, it would be unnecessary to put persons on oath as a precaution in obtaining truthful statements from them. So much have we become to depend upon an oath to satisfy us that the speaker is telling the truth that we presume to question the truthfulness of a statement except that it is made under oath.

"The excuses made by many people for not telling the truth except under oath may be plausible but they are never justifiable. It is far easier to vary from the truth than to be invariably truthful.

"To be truthful at all times is costly; it may cost the loss of money, position, friendship, popularity, liberty and even life. Hence, the temptation to be untruthful must be reckoned with. Excuses to evade the truth will loom up, stifle the conscience and champion the right to be victorious at any cost.

"Truth is unsurpassed excellence.



The above elaborate cover design was produced by O. E. Hovis, of Mass. Mutual Life Ins. Co., Springfield, Mass. The color work on the original was beautiful.

majesty, authority and is a powerful incentive to the possessor of a sensitive conscience, not to be idle or given to pleasures of evil tendencies, but to be alert and progressive in opposing and suppressing all things that are under the surface, deceptive and destructive if permitted to exist.

"If the truth is in you, you have no excuse for not opposing wrong by exerting your energies in warfare against unfair methods, false theories and destructive motives infesting the human family in order that a non-productive life of ease may be lived under a veneered cover of good citizenship. To compromise with this sort of falsehood or make any terms with it which will permit its continuance, is to fall short of your duty, sear your conscience, and slip from the high plane of truth into the mire of falsehood.

"For a time we may not seem to lose prestige, character and usefulness by

making false statements, indulging in deceptions, playing the game of deceit in order to feast our selfishness in an idle life of banqueting and pleasures. But past history contradicts such an assumption, the penalty of falsehood is death to conscience and a dead conscience means a destructive life which must end in destruction.

"But truth bring the greatest, most solid, most abiding, most satisfying returns to the life which it permeates.

"All people whose conscience is not dead or perverted agree that truth is imperative and immutable; should be honored and obeyed; lived for, toiled for, and, if necessary, died for."

Richard D. Andrew, Salt Lake City, Utah, writes a very skillful ornamental hand for one who is not following penmanship professionally. He has a deep love for fine penmanship, which accounts for his success in handling the pen.



Clara Coffeen, who recently completed a course of study in The Peoples College, Kansas City, Missouri, which is conducted by M. N. Bunker, the well known contributor to *THE BUSINESS EDUCATOR* and other magazines, has been engaged as principal of the shorthand department of the Platte Valley Commercial College, Scottsbluff, Nebr., Mr. Potter, President.

The *Detroit Times* of June 18, carried the photograph of Miss Lola Maclean on its first page, with an article, part of which is as follows: "Miss Maclean who is the chief instructor in shorthand at the Detroit Commercial College, won first place in the Gregg shorthand contest, word from New York City said today. She will receive a \$100 check and a pennant as the world's champion shorthand instructor."

Miss Maclean is the daughter of R. J. Maclean, the well-known commercial teacher and president of the Detroit Commercial College.

The Davenport Business Institute and the McLachlan Business University, Grand Rapids, Mich., has been merged into the Davenport-McLachlan Institute, forming a \$100,000 corporation. This we consider another important step for the advancement of commercial education. The school is under the management of M. E. Davenport, president, A. E. Howell, secretary and treasurer, Herbert M. Heaney, vice-president. This institution with the good will of the two former schools, the large amount of capital, and the three men back of it is well equipped to render a very valuable service.

Mr. S. G. Edgar, a former student of the Zanerian, who was for several years Principal of the Commercial Department of the Massillon, Ohio, High School, is now Assistant Cashier and Assistant Secretary of the Ohio Banking and Trust Company, Massillon, Ohio. Mr. Edgar states in his letter that while he is no longer in school work actively, he still has a great interest in it, since he is now a member of the Massillon Board of Education.

The Texas Business College, Weatherford, Texas, T. H. Gatlin proprietor, recently opened a companion school in Munday, Texas. The new institution was opened with a very satisfactory enrollment. Professor T. L. Tyson has charge of the work in Munday. The new school was secured for Munday through the activity of the Chamber of Commerce, of which Professor W. A. Wilson is secretary. Mr. Gatlin reports fine prospects for the new institution, which is located in the heart of one of the very finest agricultural sections of Texas. Mr. Gatlin is well known as a commercial school proprietor, and is to be congratulated on the energy and enterprise he is showing in commercial school work in the Lone Star state.



Above we present T. C. Patterson, who has succeeded in winning the Business Educator Professional Certificate — the certificate which causes many to burn midnight oil.

Mr. Patterson has been teaching for 13 years, six years in the public schools of Iowa, and seven in the Brown's Business College. He is a graduate of the Chillicothe, Mo., Business College, where he received penmanship instructions under J. D. Rice, the well-known penman who uses the B. E. in his classes. Mr. Patterson states: "I have done considerable engrossing and penwork which has paid me in dollars and cents more than the actual cost of my penmanship and commercial course, and this has been done outside of regular work. It will more than pay anyone to study penmanship, as it creates a desire on the part of the learner to become well balanced in other subjects." Mr. Patterson is now with the Brown's Business College, Decatur, Ill.

The B. E. Professional is a splendid recommendation for anyone. It stands for perseverance, effort and skill. Who will be the next to win it?

One of the most attractive school catalogs that we have received for a long while recently came from the Roanoke National Business College, Roanoke, Va., of which institution E. M. Coulter is President and M. A. Smythe Vice President. It contains numerous interesting illustrations and such information as prospective pupils might wish. Surely here is a catalog that will not soon be thrown away. The men back of the Roanoke National are to be congratulated on the success they are achieving, as is clearly reflected in this catalog.

B. L. Gumm, principal of Reedsville Junior High School, Reedsville, W. Va., is securing very fine results in penmanship. 66% of his students in the Senior classes won High School Certificates. Mr. Gumm writes a very strong business hand, and also can do very well in ornamental writing. Mr. Gumm is working for the Professional Certificate — another teacher who is doing his level best to give his pupils the best possible.

Mr. G. G. Craig, penmanship instructor in the Western Kentucky State Normal School and Teachers' College, Bowling Green, Kentucky, is quite a penmanship enthusiast and result getter. We have some specimens before us submitted for the professional certificate which are some of the finest we have ever received from a Normal School teacher. Mr. Craig also enclosed a reproduction of his engrossing which is quite effective and well arranged. Mr. Craig is not only able to execute fine Business, Ornamental Penmanship and Engrossing, but secures excellent results from students. Forty-nine of his students won certificates in penmanship. Let us see more such high class work from Normal School instructors.



A large pen drawing by D. W. Hoff, Meadville, Pa., Commercial College. This drawing is so full of action and life and so many have expressed their appreciation of the skill displayed in the original, that we have decided to pass it on to our readers.



MENTAL MEANDERINGS

(Continued from page 17)

has worked out the following program which is guaranteed to "deliver the goods". Of course, it may not be necessary to follow all the directions. Any one of them will probably do the work:

Spend all the money you earn. Fritter away your leisure time. Wear a scowl instead of a smile. Cultivate the put-it-off habit. Disregard small or large obligations. Never see any good in other people. Choose bad or ignorant companions. Put your trust in luck. Scoff at system and take things easy. Cut the corners of the "square deal". Let your natural inclinations rule you. Nurse resentment at other people's success. Don't bother with savings banks. Be careless of your personal appearance. Choose no fixed goal of ambition. Be careless of details and responsibilities. Lose self-control; clog your mind with hate. Regard your work as a bore; don't study it. Indulge the feeling that you "know it all". Have no consideration for the rights of others.

If you find trouble in carrying out the foregoing program, it may be that Nature did not intend you for a failure and that you would better give it up.

Miss Sarah G. Crawford of Southampton, L. I., is a new commercial teacher in the Schenectady, N. Y., Continuation School.

Miss M. Jessie Hickman, last year with the Memphis, Texas, High School, is a new commercial teacher in the Stephen F. Austin, State Teachers' College, Nacogdoches, Texas.



Mr. Dennis stood at the top of the profession as a flourisher and engrosser. More of his masterful specimens will appear in future numbers of the Business Educator.



The above is a photograph of the large and enthusiastic class in Zaner Method Handwriting which was conducted at the North Carolina College for Women, Greensboro, North Carolina, this summer. The arrow in the picture points to Miss Olive Mellon, Supervisor of Writing, McKeesport, Pennsylvania, who directed the handwriting work during the first term. Another very large class enrolled for the second term with Miss Audrey Douglas as director.



DESIGNING & ENGROSSING

E. L. BROWN
Rockland, Me.

Send self-addressed postal for criticism, and stamps for return of specimens.



A very fine lesson on flourishing the main strokes of a bird by W. E. Dennis. Study the curve, grace and action. A little practice on these strokes will increase your skill with the pen.

James P. Kerr, recently with the Agricultural and Mechanical College of Mississippi, is now teaching commercial work in Valparaiso, Ind., University.

Miss Adelle Canterbury of Springfield, Mass., is a new commercial teacher in Montpelier Seminary, Montpelier, Vt.

Miss Ida Nickel of Hebron, Neb., has been elected to teach commercial work in the Lead, S. D., High School.

Miss Rosella A. Cole, recently with the Selma, N. C., High School, is now teaching commercial work in the High School at Clarksburg, W. Va.

Mrs. Florence Culhane of Newton Highlands, Mass., has been elected to teach commercial work in the Middleboro, Mass., High School.

Frank L. Hiller of Dorchester, Mass., has been engaged to teach commercial work in the Drake Business School at Patterson, N. J.

H. C. Andrew, recently with Blair's Business College, Colorado Springs, is a new commercial teacher in Brown's Business College, Davenport, Iowa.

Miss Mildred E. Goodwin of Lebanon, N. H., is a new commercial teacher in the Kimball School, Lowell, Mass.

Miss Lois Williams is a new commercial teacher in the High School at Greeley, Colo.

Miss Rhoda M. Silliman, last year with the McCann School at Reading, Pa., is now teaching shorthand and typewriting in the Scranton-Lackawanna Business College, Scranton, Pa.

Arthur E. Schoener, a member of this year's graduating class of Temple University, Philadelphia, is a new commercial teacher in the Junior High School, Trenton, N. J.

Miss Catherine Drury, a graduate of the New York State College for Teachers, is a new commercial teacher in the Peekskill, N. Y., High School.

Stanley Boomer of Beaver Dam, Wis., is the new head of the Commercial Department of the Detroit, Minn., High School.

J. L. Ellis, formerly of New Castle, Pa., has been elected to head the Commercial Department in the Warren, Pa., High School.

Miss Helen L. Warren, recently commercial teacher in the Barre, Mass., High School, has accepted a position to teach in the Walpole, Mass., High School the coming year.

Miss Uvinza C. Dailey, a recent graduate of Temple University, Philadelphia, is a new commercial teacher in the Sellersville, Pa., High School.

Miss Ruth McE'ree of Indiana, Pa., is a new commercial teacher in the Sheffield, Pa., High School.

Miss Ellen C. Coleman, recently commercial teacher in the High School at Sheffield, Pa., has accepted a position for the coming year to teach in the Kane, Pa., High School.

Miss Edna L. Grant, recently commercial teacher in the Bangor, Me., High School, has been elected for similar work in the Lexington, Mass., High School.

Lettering and Pen Drawing Soft, pleasing and effective pen drawing is the result of careful study and practice. There are many so-called styles of pen technique as one will see as he peruses the newspapers, magazine, and trade catalogues, all styles being adaptable to certain purposes, including illustration, cartooning, portraiture, and general commercial work.

Lay off design with attention to masses and form, making a careful pencil drawing with color values suggested. Do not slight your pencil drawing and take the chance of spoiling your design, when you come to inking; the only way to produce strong, vigorous pen work is to make an accurate pencil drawing giving special attention to form, balance and color tones, as this will enable you to work with more freedom in the handling, and to attain the most satisfactory results, generally speaking.

These roses are based on the natural forms and modified to suit the decorative scheme of the design.

Use Zanerian ink, a fine pen for treating the color tones of roses, a No. 5 broad pen for background and darkest tones in leaves, good quality pasted bristol or heavy drawing paper; use the best materials obtainable, as you can not afford to use cheap materials at any price.

Do not employ a "slap dash" method of pen handling, but on the other hand add each line with thoughtful attention to the desired effect. Speed can be attained by practice and experience. Note very carefully the bold relief given the roses by using spots of color and heavy lines on the leaves directly under the petals of the roses. Again observe the light, airy effect of the leaves and roses at top, and study the line treatment of the leaves that fade away into the solid black background below initial "A".

The alphabet is adaptable to pen or brush work, and is a very good letter for general window-cards. Do not outline the letters with pencil, but simply suggest the form by a single pencil line, then write the letters with a No. 2 broad pen, exercising care to have the letters exactly vertical. These letters were retouched a very little, and the relief lines added with a fine pen. The relief line is often added in pale, colored inks, and the effect is quite pleasing for window-cards.

"Brown's Alphabets" shows another style of finish which is not common to say the least, but rather attractive just the same. Try it.

O. H. Keeler of St. Louis, is a new commercial teacher in Brown's Business College, St. Louis.



A

B C D E F G H I J

K L M N O P Q

R S T U V W X

Y Z & c

1 2 3 4 5

6 7 8 9 0

BROWN'S ALPHABETS



Miss Mary G. Eachus is a new commercial teacher in the Meyersdale, Pa., High School.

M. F. Denise, for several years Manager of the McLachlan Business Institute, Grand Rapids, Mich., is a new teacher with Rider College, Trenton, N. J.

Miss Ruth Briggs, a member of this year's graduation class of the State Normal School at Whitewater, Wis., has accepted a position to teach at Munhall, Pa., the coming year.

Miss Roberta J. Van Der Kar, for the last few years commercial teacher in the Windom, Minn., High School, is a new commercial teacher in the High School at Belle Fourche, S. D.

Herman L. Boyle, last year teacher in the School of Commerce of Upsala College, Kenilworth, N. J., has accepted a position to teach in the Senior High School at Trenton, N. J., the coming year.

Miss Thelma H. Reed, recently commercial teacher in the Brandon, Vt., High School, will teach the coming year in the Islip, N. Y., High School.

Miss Josephine Eshelman of Franklin, Pa., is a new commercial teacher in the Franklin High School.

Miss Aubrey M. Plaisted, for the last few years commercial teacher in the Yarmouth, Me., High School, has recently accepted a similar position with the High School at Hallowell, Me.

Rodney P. Wing, for several years with the Lincoln Business College, Lincoln, Neb., is a new commercial teacher with Rider College, Trenton, N. J.

C. A. Storer, for several years head of the Commercial Department of Bay Path Institute, Springfield, Mass., is a new commercial teacher in the Bryant & Stratton School, Boston.

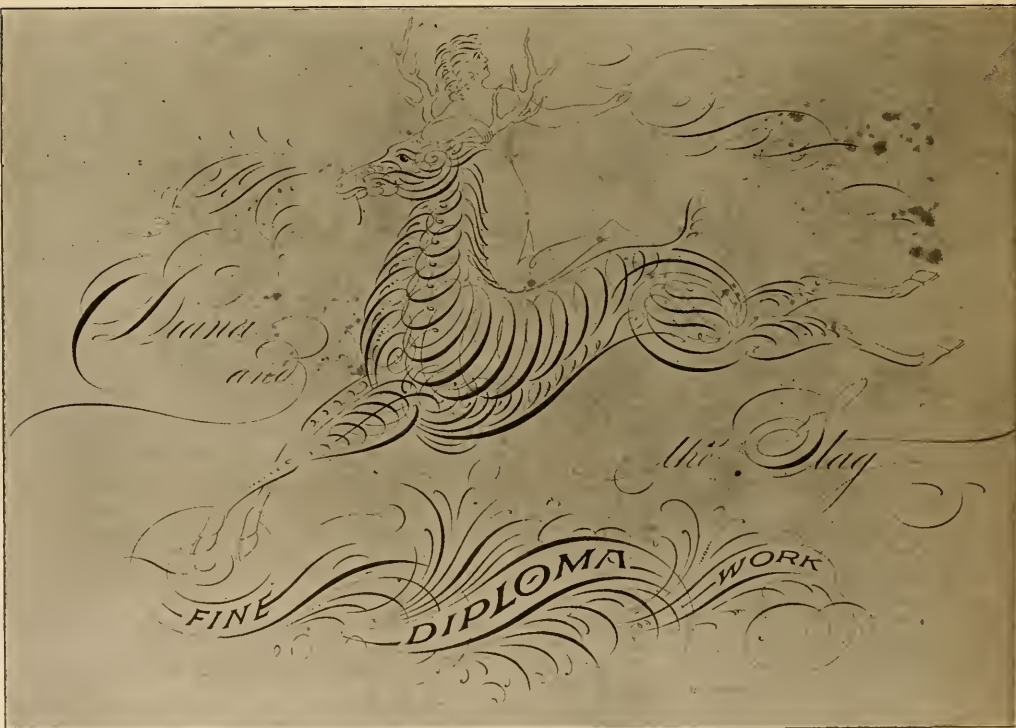
Ralph R. Leuf, for several years head of the Commercial work of Dickinson Seminary, Williamsport, Pa., has recently accepted a position with the Packard Commercial School, New York City.

Miss Carmalita Clark, recently a commercial teacher in the Lynnbrook, Long Island, High School, has been elected to teach commercial subjects in the Herkimer, N. Y., High School the coming year.

Miss Gladys A. Skinner, a member of this year's graduating class of the Indiana, Pa., State Normal School, is to teach in the Warren, Pa., High School the coming year.

Mr. J. H. Farber, teacher in the Strayer's Business College, Philadelphia, Pa., submitted some very beautiful specimens of Business Penmanship and Ornamental Penmanship which measures up to the required standard for THE BUSINESS EDUCATOR Professional Certificate. Mr. Farber is to be congratulated upon his excellent penmanship. We hope to be able to publish some of Mr. Farber's work later.

A report of the results of the 2nd Annual Championship Contest of the Interstate Typist Association held in Des Moines, Iowa, May 17th, shows that the Argentine Kansas City High School won first place in each of the five events. Mr. C. G. Brink, the type-writing instructor, has developed superior technic, and states that the Argentine High School has won in twenty-two contests and has never lost in any contest. This speaks well for the instructor and the students.



Many penmen have flourished "The Bounding Stag", but no one ever produced a more charming one than the above by W. E. Dennis. Even though Flourishing is not as popular today as in days gone by, and even though not as high prices are paid for flourishes as for lettering and engrossing, from the standpoint of beauty, the above is hard to beat. We just can't help admiring it, and wish there had been more men like Dennis.

L. H. Butters, a recent graduate of Coe College, Cedar Rapids, Iowa, is teaching this year in the Consolidated High School at Morley, Iowa.

Carl Townsend, a graduate of the 1924 class of Ohio University, is now teaching commercial work in the High School at Oil City, Pa.

Miss Evelyn Coughlin, recently Supervisor of Penmanship in Ancon, Canal Zone, has accepted a position as traveling instructor with the A. N. Palmer Company.

Miss Evelyn Brown of Freeport, Maine, has been elected to teach commercial subjects in the High School at West Bridgewater, Mass.

George B. McCowen, recently with the University of Chicago, has accepted a position as Assistant Professor in the Commerce Division of the University of Wyoming at Laramie.

Miss Mildred Bennett is a new shorthand teacher in the High School at Springfield, Ohio.

Miss Grace E. Steger of Steger, Ill., has recently accepted a position in the Florida State College for Women at Tallahassee.

Miss J. Gordon is a new commercial teacher in the Passaic, N. J., High School.

Leonard H. Tinker, a recent graduate of Ohio University, is a new commercial teacher in Charlotte Hall Academy, Charlotte Hall, Md.

Miss Amanda Hagenstein is a new shorthand teacher in the Littleford School, Cincinnati, Ohio.

Miss Helen M. C. Hickey, last year commercial teacher in the Atlantic City, N. J., Business College, is now teaching in the Junior High School at Quincy, Mass.

Miss Georgia Reid, last year shorthand teacher in Dickinson Seminary, Williamsport, Pa., has accepted a position to teach similar work in the Linden, N. J., High School.

Miss E. Virginia Grant, formerly President of The Washington School for Secretaries, during the coming year will be with the Stewart School, Washington, D. C.

Messrs. John T. Waldron and Henry W. Pope are two new commercial teachers in the Concord, N. H., High School.

Miss Katherine Goodwin, last year commercial teacher in the Ridgewood, N. J., High School, will teach during the coming year in Nasson Institute, Springvale, Maine.

Miss Hattie Campbell is a new commercial teacher in Reidsville, N. C., High School.

Miss Josephine Bryan and Mr. David R. Santos are two new teachers in the Washington Business College, Washington, D. C.

Miss Esther Hollen of Lancaster, Pa., is a new teacher in the Cambria Business College, Johnstown, Pa.

Miss Pearl P. Megel of Reading, Pa., is a new commercial teacher in the High School at Mauch Chunk, Pa.

to the Officers, Employees and Friends
OF
Rowland and Riesegang
Incorporated, of New York

wish to express our appreciation to our
retiring Assistant Superintendent.

Frank J. Hopy

who has been amongst us for a number of years: and

Whereas The Officers, Employees and Friends of more than ordinary testimony is due him for his untiring zeal and energy, his strict devotion to our interests by which he has become endeared in the hearts of all those under his supervision; therefore be it

Resolved, That we tender him this Testimonial as a token of our gratitude, hoping it may be the source of some satisfaction to him to know of the high esteem in which he is held.

For his future welfare we wish him

Health, Happiness and Prosperity.

Samuel A. Bell	Robert Russell	Robert Quinn	William Seeb	Charles D. Smith
James J. Bell	Robert Quinn	Robert Quinn	William Seeb	Charles D. Smith
James J. Bell	Robert Quinn	Robert Quinn	William Seeb	Charles D. Smith
James J. Bell	Robert Quinn	Robert Quinn	William Seeb	Charles D. Smith
James J. Bell	Robert Quinn	Robert Quinn	William Seeb	Charles D. Smith
James J. Bell	Robert Quinn	Robert Quinn	William Seeb	Charles D. Smith
James J. Bell	Robert Quinn	Robert Quinn	William Seeb	Charles D. Smith
James J. Bell	Robert Quinn	Robert Quinn	William Seeb	Charles D. Smith
James J. Bell	Robert Quinn	Robert Quinn	William Seeb	Charles D. Smith
James J. Bell	Robert Quinn	Robert Quinn	William Seeb	Charles D. Smith

February 10th, 1917.

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George I. Riesegang, President
Charles O. Dell, Vice President
Frank A. Rowland, Treasurer

Committee:
Walter C. Lubbe
Dwight J. Hennessey
Charles W. Crane

A product of the Dennis & Baird Studio. It gives an idea of the high class work executed by and under the direction of W. E. Dennis. At the present time a revised edition of the book, Zanerian Manual of Alphabets and Engrossing, is on the press. In it are a number of very fine specimens of modern engrossing by Mr. Dennis, which will appear in the B. E. in the near future.

Miss Emma Wheeler, a recent graduate of Bay Path Institute, Springfield, Mass., will teach the coming year in her home town of Hardwick, Vermont.

Miss Ethel V. Crosier, recently with the Coleman National Business College, Newark, N. J., has accepted a position to teach in the Kinyon Commercial School, Pawtucket, R. I.



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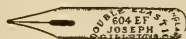
A Complete Teaching Manual for Teaching Penmanship. The Most Comprehensive, Up-to-the Minute Suggestions on Teaching and Acquiring the Art ever published. It contains thousands of practical suggestions, cautions, questions, and directions. An unusually practical book for the new teacher. Worth many times its cost. Price of single copies, postpaid, \$1.00. Discount prices for quantities on application. Order your copy TODAY. Address: M. M. MILL, Supervisor of Penmanship, Columbia, S. C., Box 725.



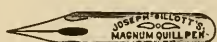
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BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

Increasing Human Efficiency in Business, by Walter Dill Scott. Published by The Macmillan Company, New York City, N. Y. Cloth cover, 364 pages.

Professor Walter Dill Scott, who has made important contributions to the psychology of advertising, has turned his attention to the subject of business efficiency, and the result is an interesting volume entitled "Increasing Human Efficiency in Business." As the various instrumentalities for increasing human efficiency, Professor Scott considers in successive chapters imitation, competition, loyalty, concentration, wages and pleasure.

This work is written in a very interesting and popular fashion. The volume is replete with examples of the methods applied by various business houses to increase the efficiency of their employees, all of which are extremely suggestive.

Mr. Scott covers his theme in an exceedingly suggestive and interesting way. The book is calculated to make the reader think and act for himself, and no book can do better than that.

Graded Exercises in Bookkeeping and Accounting, in two parts, by Nathaniel Filfus and Nathaniel Robinson. Published by the Oxford Book Company, New York. Cloth cover, 136 pages.

After a careful perusal of many text books; after a study of the views expressed by numerous teachers of bookkeeping in the junior and senior high schools; and from their own long and varied experience as teachers of commercial subjects, the authors have arrived at the conclusion that a drill book such as the **GRADED EXERCISES IN BOOKKEEPING AND ACCOUNTING** is an essential part of the equipment of both teacher and pupil. With this thought in mind, the authors have provided a book that supplies not only a sufficient number of problems for the average pupil but also an adequate number of drill exercises to enable the brighter students to master more than the prescribed minimum of work.

Financing a Business, by Joseph M. Regan. Published by LaSalle Extension University, Chicago, Illinois. Flexible binding, 362 pages.

This book is not an abstract treatise on finance. It is rather a presentation of sound and dependable methods based on exhaustive research that will assist the business man to a fuller understanding of the financial side of his business and at the same time enable him to simplify the problems and to avoid the pitfalls that are arising constantly.

Relative Frequency of English Speech Sounds, by Godfrey Dewey, A.B., E.D.M., author of Personal Short-hand, Demotic Shorthand, etc. Published by the Harvard University Press, Cambridge, Mass. Cloth cover, 148 pages.

The object of this study was to determine the relative frequency of occurrence, in good English, as written and spoken today, of the various simple sounds and commoner sound combinations — syllables and words — of the English language.

Light and Color in Advertising and Merchandising, by M. Luckiesh. Published by D. Van Nostrand Company, New York. Cloth cover, 267 pages.

In this new book Mr. Luckiesh presents a popular practical treatment of

the selling power of light and color, and shows how these wonderful tools can be used to move merchandise through magazine advertising, posters, billboards, show-windows, distinctive shops, stores, electric signs and other channels.

Years of research and analysis by the author has yielded a mass of data which, for the first time, has been coordinated for the use of the advertising specialist, the commercial artist, the color printer, the merchandiser, the architect, the interior decorator, the lighting specialist, the display man, the window trimmer, the manufacturer and many others. Light and color are silent, inexpensive, powerful salesmen that should not be ignored by any one engaged in business.

Advertising Campaigns, by Harry Tipper and George French. Published by the D. Van Nostrand Company, New York. Cloth cover, 433 pages.

The authors of this work present this book to the advertising world to aid and to guide students and young executives over the pitfalls of inefficient organization. The book covers "Advertising Campaigns" and under this heading are discussed market analysis, that necessary preliminary to a successful campaign, the planning of the campaign, and its operation and handling. Considerable attention has been paid to examples drawn from the practice of successful advertisers, and the book closes with a thorough story of one of the most successful campaigns of recent years.

Principles of Business, by Charles W. Gerstenberg, Ph.B., J. D. Published by Prentice-Hall, New York. Flexible binding, 821 pages.

This book covers every step in the development of a business from the time the idea on which it is founded is conceived until the product is successfully marketed. It explains how a company is financed at its organization and during its operation, its management, and provides a thorough discussion of the other phases of industry.

Among the Chapter Headings of Special Interest: Forms of Business Enterprises, Financing, Management, Wages and Wage Systems, Control of Labor, Purchasing, Selling, Advertising, Traffic, Foreign Trade, Credit, Forecasting Business Conditions, Banking, Exchange, Principles of Accounting, Financial Statement, Cost Accounting, and many other topics.

The Business Letter-Writer's Manual, by Charles Edgar Buck, B. A. Published by George H. Doran Company, New York. Cloth cover, 232 pages.

If you wish to—Begin a letter forcefully, close a letter resultfully, cut out the fatal deadwood, make every word count, use 20th century letter forms, and if you wish to do a hundred other things that will place your letter-writing in a class by itself, this book will help you to accomplish these very things.

Making Letters Pay, by Edward H. Schulze. Published by D. Appleton & Company, New York. Cloth cover, 261 pages.

This book is designed to guide business concerns wishing their business correspondence to do 100 per cent justice to their product or proposition. The information it gives, and as a service has rendered, applies to firms selling anything from heavy power plant or factory equipment, where sales run into five figures, down to safety pins at ten cents a card. Any one with a good product or proposition will find that good business letters will help to do it justice. Basing them on the simple principles, plans and appeals found in this book, you will discover that you are making letters pay. As you use a certain combination to open a safe, so this book can open for you an unlimited era of new business, better collections and credits, better business letters for every purpose. It is a business tool, handy as the ruler on your desk, constructed for constant use and reference.

Taxation: The People's Business, by Andrew W. Mellon. Published by The Macmillan Company, New York. Cloth cover, 229 pages.

In this book Mr. Mellon gives simply and concisely not only the facts as to the Treasury's program, but an interpretation of the ideas underlying its policy and the bearing of the whole controversy on the well-being and prosperity of the community. He discusses Fundamental Principles of Taxation; Treasury Policies; Revising the Taxes; Surtaxes, Taxing energy and Initiative; Estate Taxes; Benefits of Tax Reduction; Tax-Exempt Securities.

Training for Power and Leadership, by Grenville Kleiser. Published by George H. Doran Company, New York. Cloth cover, 383 pages.

This book will train you in these vital subjects: How to organize your personal powers. Developing the forces of the mind, Essentials of successful salesmanship. Cultivating power of suggestion, Effective speech and manners in business, How to read men—Knowledge of human nature, Building will-power—Business judgment, Developing a winning personality.

Also practical advice in doing business by mail, advertising, profits, building self-confidence, enlarging your abilities, clearing your mind of mental rubbish, planning and systematizing your daily life, and other subjects which make for personal achievement.

A stimulating, helpful, inspiring book, written in clear, crisp, interesting style, designed to meet the practical needs of busy men and women for self-advancement in any walk of life.

Analytical Credits, by Alexander Wall. Published by the Bobbs-Merrill Company, Indianapolis, Ind. Cloth cover, 258 pages.

There is no magic art to credit granting, as some would have us believe, because that would be so much easier

than the serious study and research which are necessary to reduce it to an approximate science.

It is the work of this book or author to make the study as nearly scientific as possible, explaining methods that substitute clean and accurate analysis for "hunch" and guesswork.

Mr. Wall has developed the possibilities of statement-analysis to a truly astonishing degree. His work has been subjected to the scrutiny and criticism of leading experts of practical experience in many lines of business. It is believed to represent the best modern practice as well as to contain much that is new and pioneering. It is rich in forms in actual use by established houses.

As collections are inextricably involved in credits, ample consideration and many suggestions are accorded to this phase of the subject.

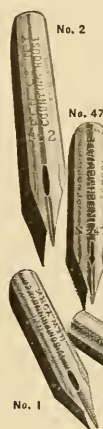
Standard Business Dictionary, compiled by Julius Spiegel, M. C. S., Ph.D., Professor of Accounting, Wilmington University, School of Commerce, Accounts and Finance. Published by the Standard Publishing Company of New York. Cloth cover, 477 pages.

The purpose of this book is to supply a very genuine need that has long existed, for information of a technical or professional nature, the answers to which can be found only in widely-scattered sources. In rare or isolated cases some of the material is to be had in printed form, but in the great majority of instances this collection of trade terms and the professional expressions and colloquialisms distinctive to a calling or vocation has never been definitely or systematically recorded. The need of knowing the language of the other man in business is nowadays a real one if intelligent understanding and a more effective operation of business is a thing considered desirable. This is especially so in view of the fact that business at the present time has become a highly complicated and inter-related matter.

Accounting Principles and Practice, in two volumes, by George E. Bennett, A.B., LL.M. Published by the Biddle Business Publications, Inc., Gregg Publishing Co. Cloth cover, 430 pages.

The author has endeavored to set forth a fundamental principle to the end that, if this principle was thoroughly understood, it could be recognized regardless of the circumstances under which it might be encountered. Likewise, firmly believing that practice of the proper kind is essentially necessary to the correct understanding of accounting principles, and that such practice cannot commence too early during one's course of study, he turned to the various C. P. A. examinations as presenting the kind of material that should be used as much as possible in this practice work. The result of these endeavors is contained in the present volume and the one next following, which are presented as a complete first year course in accounting; the first volume covers the work of the first semester and the second that of the second semester. If the author has in any way simplified for a beginner, a few of the basic principles underlying the subject of accounting, he will not believe that his work has been in vain. In his own classes, he has received a most gratifying response from the students who have been enrolled.

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"WHEN MY SHIP COMES IN"

By George A. Meadows

"When my ship comes in."

You have heard that expression hundreds of times. You have probably used it yourself.

How can you expect your ship to come in if you never send one out? It may be necessary for you to go out with it.

Columbus went out with his ship. If he hadn't gone out with it, it would not have come in. And, incidentally, America might never have been discovered.

John D. Rockefeller sent out his ship—the Ship of Fortune. It came in laden with oil, which he converted into gold. He didn't get his fortune through luck or mere accident. He planned, worked, and persevered.

Abraham Lincoln's ship—The Ship of State—finally came in. He studied, labored, and persevered in the face of hardships and discouragement. His ship had a long and perilous voyage, but it eventually arrived safely. He became the nation's greatest "pilot," and one of "the world's greatest men."

Every successful man and woman, every one whose ship has come in, sent out a ship. Your ship will come in some day—provided you send one out—pay the price of success. The old "Ship Success" demands that you do this. But it's worth it many times.

After all, one's ship coming in is nothing more nor less than success arriving. Instead of waiting for it to come in, you must make your preparation in advance — and keep working, persevering, and struggling. Your ship will then come sailing in some day, and, incidentally, you will have "arrived," too—and all will be safe.

It's entirely up to you, young man, young woman, whether your ship shall come in some day. Are you sending one out?

PENMANSHIP HELPS H. M. VAUGHN TO SECURE AN EDUCATION

H. M. Vaughn was born on a farm in Alabama. His educational opportunities during his early youth were very limited. At the age of 11 one of his brothers accidentally shot him while hunting. As a result his left arm had to be amputated.

This accident instead of dimming his hopes showed him the necessity of securing a better education, and he decided at that time to be a lawyer. He decided to go to the city to get an education. His brother, who has been like a father to him, paid his expenses while attending a preparatory school in Montgomery. Financial assistance ceased when he completed his high school training. While taking high school work, he took a course in bookkeeping during one of his summer vacations. This enabled him to secure a position as an instructor in a business college in Nashville, Tenn. While

there he took a special course in business writing under the instructor at the same institution. He seemed like a hopeless case to the faculty, who thought he never would become a skillful writer. He, however, succeeded finally in reaching the required standard.

After teaching bookkeeping two years, he resigned to attend the Zanerian College to master penmanship, in order to qualify to teach this subject while pursuing a literary course in college. We found Mr. Vaughn a very industrious young man. The loss of his left arm did not seem to be a handicap to him in our school, for he succeeded in securing a Professional Certificate, and has since that time contributed business writing to the Business Educator. After leaving the Zanerian, he spent two years in the literary department of Peabody College for Teachers and Vanderbilt University at Nashville, preparatory to studying law in the latter university. He worked his way through college by writing visiting cards, teaching penmanship in a business college, and in Peabody College where he was also assistant bursar. On February 13, 1924, he was admitted to the Tennessee bar and received the LL.B. degree of Vanderbilt University in June. He is now practicing law at 112 E. 17th St., Chattanooga, Tenn.

In speaking of his work at the Zanerian Mr. Vaughn writes: "In my opinion, the Zanerian is the foremost penmanship school in the United States. Any person who desires to achieve success as a writer or as a teacher of penmanship, I sincerely urge to attend the Zanerian. The knowledge acquired there has added inestimable happiness to my life."



H. M. VAUGHN

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WRITING SUPERVISION IN PUBLIC SCHOOLS

By Mrs. Elizabeth Landon

(Part of an address delivered to the N. Y. State Teachers' Association.)

The common objective of the classroom teacher and supervisor is the advancement of pupils. Unity, sequence, completeness of instruction and equality of opportunity for each child may be realized through supervision.

Helping New Teachers

In Binghamton we believe "an ounce of prevention is worth a pound of cure". Near the beginning of the school year, sometimes preceding the opening of school, Dr. Kelly, our Superintendent, and the supervisors hold a three day teachers' institute. On pre-arranged scheduled time each supervisor meets all of the new teachers of each grade for a period of forty-five minutes. By new teachers we mean those new to the city system or those teaching a grade for the first time. Outlines and helps are given out, explained, questions answered, and the latest methods discussed. During the first six weeks each new teacher is visited in her classroom when the supervisor gives a model lesson. The institute for the other teachers—those experienced in the grade assigned them—is an inspiration. Methods used in preceding terms are openly discussed by all, new method are advanced, suggestion are offered for achieving higher goals, and a mutual feeling of good will prevails.

Cooperation Necessary

Cooperation of the supervisors is one of the strongest factors for success in our schools. Each supervisor, while striving zealously for his or her own department, recognizes, works for and boosts each of the other departments. Let us consider the primary work first. Each supervisor consults with the primary supervisor when revising outlines, suggesting new methods or planning work of any kind. She, in turn, cooperates by insisting upon certain specifications in the different subjects. For instance, in English when the sentence is first taught, indentation is insisted upon and margins are stressed. When the first written number work is presented the same arrangement is given, that will be required throughout the grades by the supervisor of mathematics. The posture required in health education is maintained in all written work. In writing, the primary supervisor gives invaluable aid. No written spelling lesson receives X, the perfect mark, if there is a "marked over" letter, an erasure, or if the letters are incorrectly made. No written arithmetic lesson is given a mark of X, if a figure is made over or indistinct. Perhaps you are saying that the spelling or arithmetic is correct and therefore the mark of 100% is justified. We feel that a mark of 100% represents perfection. Every written lesson is a writing lesson. Thus we grade for both writing and content, giving a rating of E for papers which show correct



MRS. ELIZABETH LANDON

While teaching in the public schools of Bloomfield, N. J., Mrs. Landon became interested in the teaching of Penmanship and did a great deal of work while there. Mrs. Landon then took up penmanship by correspondence, and in 1916 she attended the Zanerian College. Following her graduation from the Zanerian College she took a position as Director of Penmanship in the Binghamton Schools, which position she still holds. Mrs. Landon possesses a fine personality, has a keen insight into educational matters generally. These qualities have enabled her to become a leader in her chosen field.

spelling or arithmetic but which show careless or inaccurate writing. Third grade pupils write the spelling lesson in note books. These lessons are examined by the primary supervisor and the writing supervisor each time a visit is made. Best books or those showing greatest improvement are given special recognition, such as seals, stamps, etc.

Progress Booklets

On Friday, each week, in the regular writing period all pupils above the third grade are given memory gems, choice poetry or bits of literature. These are either copied or dictated and are preserved until the end of the term. At this time they are arranged in booklets previously designed and decorated in the drawing periods. The drawing supervisor suggests and inspects these covers that each booklet may represent the best in design as well as writing. Later on, the selections found in the booklets are used in the English work. Whole arm movement is insisted upon by the drawing teachers in blocking out or sketching.

Possibly one of our greatest aids to the inexperienced teacher or pupil are the English and mathematics folders kept by each pupil from the Fourth B through the Ninth B grades. Once or twice a month, each pupil files his lesson, which we encourage to be the first draft. We try to eliminate erasures, blots, crossed out letters and words, making each pupil feel the responsibility for both penmanship and content. Teachers and pupils alike examine the folders from time to time to ascertain the measure of progress. A new teacher, seeing carefully written papers

from the preceding term's work, tries at least to maintain that excellence and strives to prepare just as well for the following term. The folders are also reviewed once each term by the English, mathematics and penmanship supervisors.

High School Handwriting

In like manner writing in the high school is followed up. On a given date the head of the department calls for a written lesson to be handed in at the close of the day. Nothing is said about the writing. These papers are given to the writing supervisor who, after examining them one by one, arranges a conference with each pupil if his writing is not carefully done. Extra help is given these pupils, and many are encouraged to enroll in writing classes.

Rhythm in Writing

Probably most of you are familiar with the new Penmanship Records. The set consists of five double-faced records which can be used on any machine and with any system of arm movement writing. The letter or exercise is indicated by a label on each record. Correct vocal and musical counts for all capitals, small letters and exercises. A penmanship teacher did purchase a complete set, and demonstrations were given in each of our schools. Additional sets were bought this fall by many of the principals. In some schools where several grades assemble in one room, a five minute drill is given during the opening exercises. A penmanship teacher directs the lesson, using one of these records while the other teachers assist the pupils. In other schools, the records are loaned for a week to the grade making the greatest progress in penmanship during the preceding month. Pupils enjoy writing with music. The count is correct, the melodies are fascinating, the rhythm is tempting; all of which make the writing lesson more interesting.

Classes for Teachers

In connection with our Evening Schools, a Normal Class in penmanship is organized, where those who wish it may get extra help in their own handwriting or modern methods in teaching. At present there are eighty-seven registered. We meet once a week in the high school building. Model lessons, ideas exchanged, blackboard writing, rhythm work, discussions are a few of the phases of such classes. Certain teachers will become good writing teachers in spite of us. Most of them might become successful if given an opportunity.

Supervision Should Be Harmonious

I cannot over-emphasize the harmony which needs to exist between the supervisory force and the teaching body. The supervisor should be one of them—not one over them. It is true that to her they should look for real educational leadership, but her sympathetic understanding of their problems, her desire to be of service to all should be so evident that the teachers feel themselves a real, vital part of a big whole.

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Miss Marie A. Watson, for several years head of the commercial work in the High School at Presque Isle, Maine, has accepted a position to teach for the coming year in the Torrington, Conn., High School.

Wendell F. Fogg of Eliot, Maine, is a new teacher of English at the University of Missouri, Columbia.

Mrs. Ethel H. Croft of Sumas, Wash., is a new commercial teacher in the Havre, Mont., High School.

Miss Arvilla Jarrett of Maxwell, Ill., is a new commercial teacher in the High School at Independence, Kansas.

Miss Lois J. Reed has been selected to teach commercial subjects in the High School at Perth Amboy, N. J., the coming year.

Miss Alta Santee, a recent student at the State University of Iowa, has been elected to teach shorthand in one of the Des Moines High Schools.

Miss Edith I. King of Manasquan, N. J., has accepted a position as Supervisor of Penmanship in Ridgefield Park, N. J.

Miss Lois J. Wells of Greeley, Colo., has recently accepted a position as Accountant-Secretary of the Kamehameha Girls School, Honolulu.

I. D. Koehel of Juniata, Pa., is a new commercial teacher in the Pottstown, Pa., Business College.

D. W. Ferrier, recently with the Troy, N. Y., School of Commerce, is a new commercial teacher in Bethlehem, Pa.

SOME LONGER, SOME LARGER, but NONE BETTER



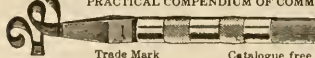
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Miss Ruth A. Alwood, last year with Huntington, Ind., College, has accepted a position to teach for the coming year in the Richwood, W. Va., High School.

Miss Carolyn Daggett, a member of this year's graduating class of Simmons College, Boston, has recently accepted a secretarial position in Greenwich, Conn.

Miss Lila I. Bradley, last year with the Essex, Conn., High School, will teach the coming year in the High School at Butler, N. J.

J. Raymond Smith, last year with Simpson College, Indianola, Iowa, is the new head of the Commercial Department in the Newton, Iowa, High School.

Miss Reba Eisenbrey, recently with King's Business College, Raleigh, N. C., has accepted a position to teach in Wesley Collegiate Institute, Dover, Del.

Miss M. Adelaide Zearfoss, last year commercial teacher in Virginia Intermont College, Bristol, Va., is a new commercial teacher in the Caesar-Rodney High School, Wyoming, Del.

G. I. Heffris is a new commercial teacher in the High School at Three Rivers, Mich.

T. J. Hammer is a new teacher of Commercial English in the University of Alabama at Birmingham.

Miss Alice Curry, for many years with the Mississippi Agricultural and Mechanical College, has recently accepted a position as head of the Commercial Department of the Virginia State Teachers' College at Fredericksburg.

Wallace W. Bitters, a member of this year's graduating class of the White-water, Wis., State Normal School, has accepted a position to teach in the Charleroi, Pa., High School the coming year.

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R. E. Patrick, formerly of York, Pa., is a new teacher in the Woodbury Business College at Los Angeles, Calif.

C. M. Drake, for many years head of the commercial work in the High School at Tempe, Arizona, has recently accepted a position to teach in the College of Commerce, Stockton, Calif.

T. W. Wauchope of Hamilton, Ontario, is a new commercial teacher in Strayer's Business College, Washington, D. C.

Miss Lucy A. Young of Newtonville, Mass., is a new commercial teacher in the Swampscott, Mass., High School. J. C. Griffith of Scranton, Pa., is the new head of the Commercial Department of the Lansford, Pa., High School.

Charles W. Chittim of Elizabeth, N. J., is a new teacher of commercial work in the Montclair, N. J., High School. Miss Edith Love, Mechanicsburg, Pa., has recently been elected to teach commercial work in the Coudersport, Pa., High School.

Miss Thelma J. Thornton of Woodsville, N. H., is a new commercial teacher in the Brandon, Vermont, High School.

Miss Eva Gold, last year commercial teacher in the Luverne, Minn., High School, is a new commercial teacher with the High School at Warren, Minn.

George F. Clague, recently with the Westbrook Commercial Academy, Olean, N. Y., is a new commercial teacher in the Dworak School of Accounting, Omaha, Neb.

Miss Helen Bruenig of Cleveland, Ohio, is now teaching shorthand in the Elliott Commercial School, Wheeling, W. Va.

Miss Ethel Raymond of Woodsville, N. H., has been selected to teach commercial work in the High School at Windsor, Vt., the coming year.

Miss Lillian Bammann has been selected to teach commercial work in the Eureka, Kansas, High School for the coming year.





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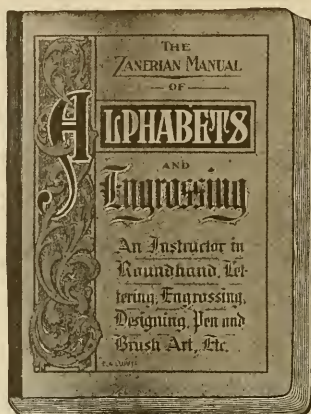


A view of the class room taken during the summer term. Notice the fine light and many masterpieces on the walls.



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THE ZANER-BLOSER COMPANY
PENMANSHIP PUBLISHERS
COLUMBUS, OHIO

THE BUSINESS EDUCATOR

Vol. XXX

OCTOBER, 1924

Number 2

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BUSINESS

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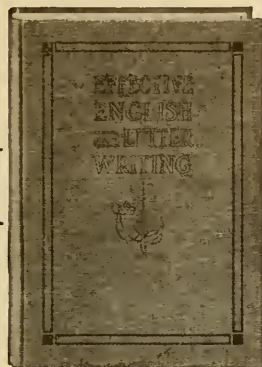
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In the Annual Shorthand Speed Contest held by the National Shorthand Reporters' Association on August 18, Mr. Charles Lee Swem, former stenographer to Woodrow Wilson again won first place with an accuracy record of 99.233 percent perfect. Mr. Swem therefore retains the **WORLD'S CHAMPIONSHIP TROPHY** which he won in 1923.

Second place was won by Mr. Nathan Behrin, third place by Mr. Martin J. Dupraw, and fourth place by Mr. Solomon Powsner. Only these four contestants qualified on all three championship tests, at 200, 240, and 280 words a minute.

Mr. Swem and Mr. Dupraw are writers of Gregg Shorthand.

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280 Words per minute—5 minutes.		Errors
1st—NATHAN BEHRIN	11	..
3rd—Charles Swem	..	16
240 Words per minute—5 minutes.		
1st—Charles Swem	..	8
3rd—NATHAN BEHRIN	13	..
200 Words per minute—5 minutes.		
1st { NATHAN BEHRIN	5	..
{ Charles Swem	..	5
	29	29

A survey of transcripts discloses that Mr. Behrin's errors were due to natural human element, such as correcting faulty context and the addition of connecting words.

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The Business Educator

LUPFER

VOLUME XXX

COLUMBUS, OHIO, OCTOBER, 1924

NUMBER 2

PROGRAM

Business Round Table, N. C. T. F.
Louisville, Ky.

Jay W. Miller, Chairman, Knox School
of Salesmanship, Oak Park, Ill.
Monday, December 29, 1924

I. Bookkeeping and Accounting

- (A) A Practical Schedule in Advanced Accounting — D. E. Short, Jr., C. P. A., Fall's Business College, Nashville, Tenn.
- (B) Accounting — Its Place in the High School Course — A. L. Percy, School of Bus. Administration, Boston University, Boston, Mass.
- (C) Using Arithmetic Solutions and Proofs as a Preparation for Accounting Statements — W. R. Kiddoo, Goldey College, Wilmington, Del.
- (D) Correlation of Penmanship and Bookkeeping—Clara B. Schulte, Senior High School, Dubuque, Iowa.
- (E) General Discussion.

II. Penmanship

- (A) Side Dishes of the Penmanship Class—H. M. Heaney, Davenport-McLachlan Institute, Grand Rapids, Mich.
- (B) Arousing Enthusiasm in Penmanship—A. M. Hinds, Supervisor of Writing, Louisville, Ky.
- (C) General Discussion.

Tuesday, December 30, 1924

I. Salesmanship

- (A) Specific Methods in Advertising and Selling — L. P. Southern, Southern Bros. School of Business, Lexington, Kentucky.
- (B) A Salesmanship Program that Gets Results (High School)—C. R. Crakes, Moline High School, Moline, Ill.
- (C) The Salutary Effect of Salesmanship Instruction Upon the Whole Student Body—Clark E. Harrison, Draughon's Bus. College, Atlanta, Ga.
- (D) General Discussion.

II. Personal Development

- (A) Developing the Personality of the Student — W. A. Robbins, Lincoln Bus. College, Lincoln, Neb.

- (B) Teaching Personal Development in High School — Marie Driscoll, Senior High School, Eveleth, Minn.
- (C) General Discussion.

III. Business Meeting

Election of Officers.

Wednesday, December 31, 1924

I. Address

What I Expect your Graduates to Know — Frank Cassell, Vice-President and General Sales Mgr., Belknap Hdw. and Mfg. Co., Louisville, Ky.



The above photograph is that of A. C. Evans, a teacher of penmanship in the Pasadena High School, Pasadena, Calif. We have corresponded with Mr. Evans for some time and got the impression from his strong professional-like penmanship that he was a man of more mature years. Mr. Evans certainly has a very bright future ahead of him. He was graduated from the Newcastle, Wyo., High School, and De Moines, Iowa, College. He was just recently awarded a B. E. Professional Certificate alt. His ambition is to attend the Zanerian.

Mr. Evans is happily married, and the proud father of three sturdy children. Unless we are mistaken Evans will make a high record in the penmanship profession.

II. Business Administration

- (A) A Business Administration Course: Length, Scope, and Content—M. F. Denise, Drexel Institute, Philadelphia, Pa.

III. Symposium—"My Hodydy in Teaching"

- (A) Characterology: What It Is and How I Teach It — C. E. Wade, South Dakota School of Business, Watertown, S. Dak.
- (B) Thrift and Its Correlation with Commercial Subjects—Willard H. Indra, Waterloo High School, Waterloo, Iowa.
- (C) Intelligence Testing and Its Significance to Com'l Teachers —A. H. Hellmich, Grover Cleveland High School, St. Louis, Mo.
- (D) Short Outlines for the Student —E. W. Atkinson, Fifth Ave. High School, Pittsburgh, Pa.
- (E) Public Speaking—Its Relation to Commercial Education—James E. O'Brien, Moorcroft High School, Moorcroft, Wyo.
- (F) Free for All—General Discussion.

C. T. CRAGIN

Those who have read Mr. Cragin's interesting and inspiring stories in the B. E. will be glad to learn that he is on the road to recovery, and that his stories will again appear in the B. E. Friend Lupfer:

I came out of the hospital yesterday, after eleven weeks of a double-surgical operation, which, while not especially painful was very uncomfortable. I am not working very hard the rest of this month, for I have to be careful for at least a few days.

I have not received the Business Educator for September. Perhaps you thought I had gone to the "Happy Hunting Grounds" and would not need it, but I should like to see it just the same, even there.

I have not yet taken up my penmanship classes, but shall do so as soon as I feel sure of myself. I shall have a story ready for the November B. E.

Hastily yours,

C. T. Cragin,
Thompson's Business College,
Holyoke, Mass.

THE BUSINESS EDUCATOR

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The Business Educator is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.



Modern Business Penmanship

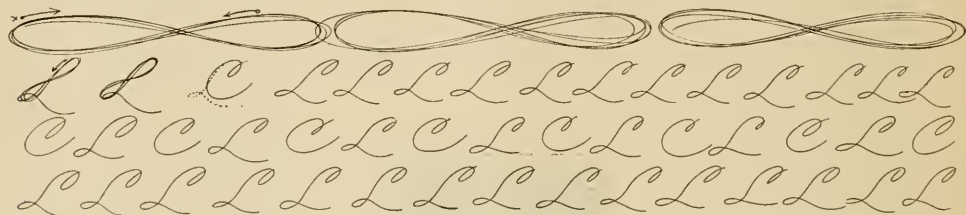
By JAMES E. BROWN, Boise, Idaho

LESSON EIGHT

While learning to write it is well to begin each practice with easy drills. Nothing is better for the beginner than large oval and straight line exercises to bring about that relaxation and feeling of interest in the practice. Later in the work one may use letter forms, etc., for drill work.

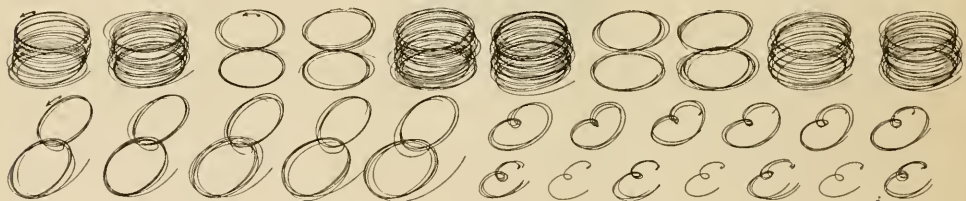
Before practicing the copies in this lesson spend about ten minutes in reviewing the copies given last month in lessons two, three, and four. Aim to secure perfect relaxation of the writing arm. Make light and even lines.

In copy one of this lesson, note first the direction of the beginning stroke. Start at the left side of the exercise and move toward the right, the direction indicated by the arrow. Make the exercise fill the space between the head and base lines on the paper, and keep the exercise parallel with these lines. Start the second copy at the top moving in the direction indicated, retracing about six times and finish with a loop at the bottom which should rest exactly on the base line. The capital **L** should be finished below the base line. Lift your pen while it is moving, producing a vanishing or pointed line. This is true in regard to the finish of each of the capitals. Don't forget it. Count 1-2 for capital **C** and 1-2-3 for capital **L**.



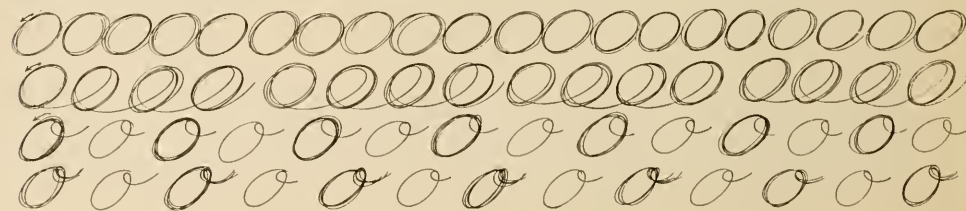
LESSON NINE

This direct, horizontal oval should be mastered. It brings into play certain writing muscles that need development and do not get enough training in ordinary practice. Make the compact oval two spaces high. The retraced oval should fill a space. The large capital **E** exercise should be two spaces high. The upper oval being made one space high. Then without stopping or lifting the pen make the lower oval a little over a space in height. Change from upper to lower oval exactly as you make the capital **E**. Retrace each oval about six times. Count 1-2-3 for capital **E**. Count one for the beginning, which is a very small oval or loop similar to the initial loop in **C** and **L** except somewhat smaller. It may be made so small that it will close up becoming in effect a dot, but it is not made in quite the same manner. There should be a feeling of circular action in placing the pen. This does not cause a definite stop as does the dot. Greater speed and freedom is the result.



LESSON TEN

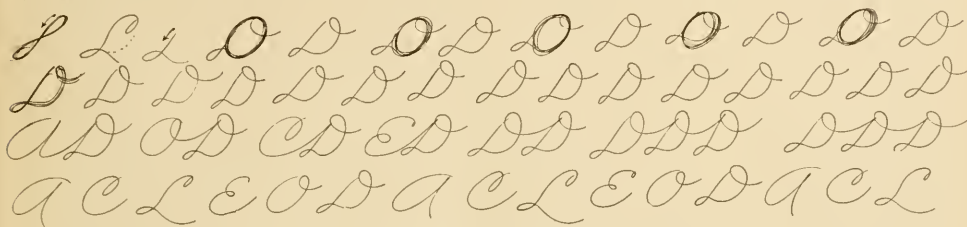
All the copies in this lesson are direct. Retract the first copies counting 1-2-3-4-5. Lift your pen with an upward swing much as we finish capital **C**. Count one as you make an extra circle with the pen off the paper and then count 1-2-3-4-5 again. Keep up this rhythmic motion. Count 1-2 for capital **O**. Make the **O** three-fourths of a space high. Retrace your best efforts.





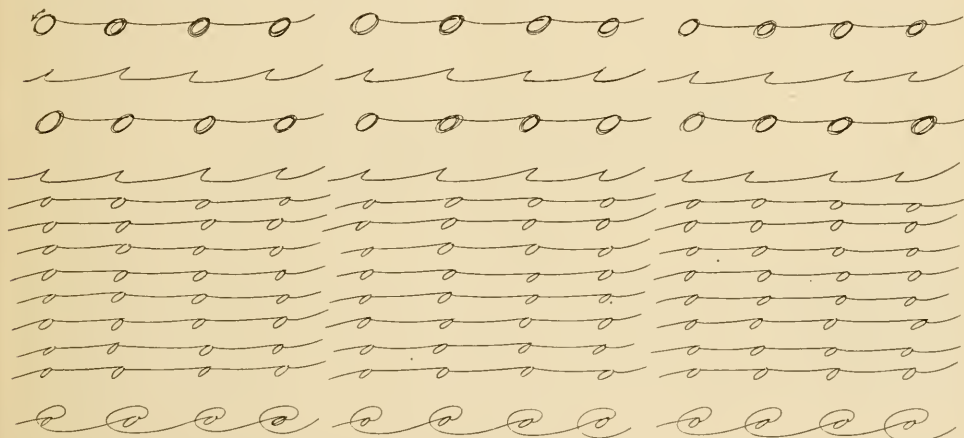
LESSON ELEVEN

The capital **D** is not difficult if you study it properly. Three points need special attention. The slant, the width and the loop at the base line. Keep the loop on the base line and make it rather large. Keep it smooth and make it point downward. Count 1-2-3 for capital **D**. Note that the loop at top is not horizontal. It fits on the top at right angles with the letter.



LESSON TWELVE

Here we begin development of the lateral movement. You will not do too much practice on this lesson. That would be almost impossible. In the small **o** exercise learn to make two definite starts, one at the beginning and one at the finish. Count 1-swing-2-swing, etc. Make four in a group, keeping the letter small, and make three groups on a line. This should fill the entire line. Use the last copy as a movement drill.

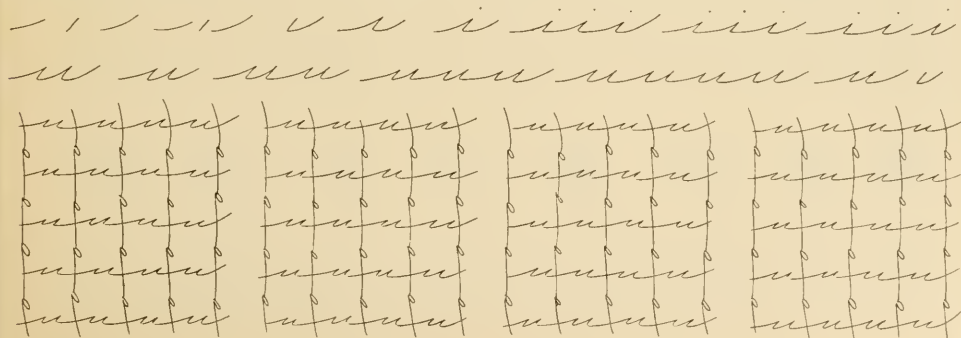


LESSON THIRTEEN

Study the principles. Note that small **i** is made up of these. Place a small dot above the **i** directly in line with the downstroke and not too far above.

By varying the spacing, but still using the principles we make the small **u**. Make first one, then two, then three, etc., until you reach the limit of your lateral movement. After a little proper practice you should be able to fill a line without lifting the pen.

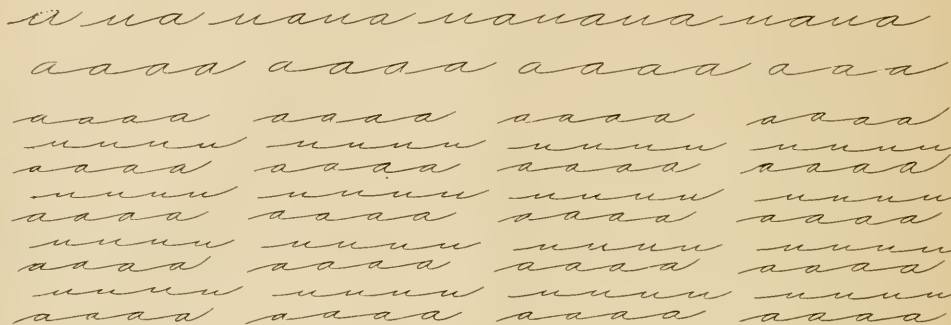
In arranging crossline practice it would be well to indicate the spacing with light pencil lines. The small **o** is made in the space between the ruled lines. Be exact and make your arrangement like the copy. It will train your eye.





LESSON FOURTEEN

Study the first copy, the small *u* with the dotted connecting line at top. You should see from this that the right side of small *a* is made like the finish of small *u*, i. e., with a straight downstroke and a curved upstroke. Further, this shows that the small *a* is sharp at top coming to a point at the top, but right side of the letter. In the last copy place the small *a* on the base line and the small *u* between the lines. Do not use the finger movement. Imitate the copy in every way possible. Especially, imitate size, slant, spacing and quality of line. Arrange your work carefully on the page. Be neat.



Business Penmanship

By OLIVE A. MELLON

Supervisor of Handwriting, McKeesport, Pa.

Send Miss Mellon two pages of your practice work with 10c and she will criticize and return your work

INTRODUCTION

This month we study three capital letters made with indirect motion. Use any indirect oval exercises you wish to develop these letters.

When submitting specimens for criticism, try to arrange your writing in groups of three or four lines to the group, leaving vacant spaces here and there for criticisms and corrections.

I should like my new B. E. students to send in work of previous months if they are interested in receiving a B. E. Certificate.

It is not too late to make up this work and win a B. E. Certificate.

PLATE 22

Drill 1. Begin this capital *J* exercise with an indirect curve. Extend the push and pull strokes to the count of twenty, ending as capital *J*. Make each group of push and pull the same in width and all lower loops the same in depth.

Drill 2. Make the indirect oval one space high, retracing nine times, and on the tenth count strike through the center of the oval and form the capital *J* without lifting the pen. Try to make the letter on the same slant as the oval.

Drill 3. These capital *J*'s are made one full space high. You may reduce the size a little if you prefer smaller letters. The width of the upper loop is about twice that of the lower loop. Do not curve the beginning stroke too much, as this interferes with the slant of the down stroke. Extend the lower loop one-half space in depth.

Drill 4. Write this name several times, observing the letters *r*, *v* and *s*.

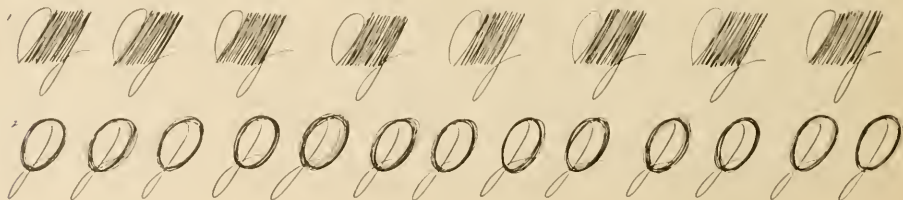
Drill 5. Try to keep all the small letters the same in height. Write four words to the line.

Drill 6. Write this word without lifting the pen. Write five words to the line.

Drill 7. Write this small *j* exercise to the count of eight. Keep all the points the same in height.

Drill 8. The *j* begins the same as *i*. Curve the beginning stroke and make it long. Do not slant the lower loop too much. End with a free stroke.

Drill 9. Write several groups of these words. Try to make uniform *j*'s.



l l l l l l l l l l l l l l l l

James Jarvis Jr. Jamaica Java

my my my my my my my

f f f f f f f f f f f f f

jam jam jam jam jam jam

jam jam jam jam jam jam

join join join join join join

join join join join join join

PLATE 23

Drill 1. See how gracefully and how well you can make the compact indirect oval exercise. Try to maintain an oval throughout, and keep all ovals on the same slant.

Drill 2. This is an exercise where finger movement can be easily detected, therefore use a free in and out motion when making this exercise. Try to rest each round turn on the base line. Make several lines of this exercise, then stop and criticise your work.

Drill 3. Retrace the oval part of this letter to the count of six, and finish the letter on the seven and eight count.

Drill 4. Begin this letter with a loop and compound curve. Round the turn at the bottom and use a steep stroke upward so as not to make the letter too wide. Retrace the second part of the letter half way down. Try to make uniform ending strokes.

Drill 5. Watch the arrangement of your word writing. Try to put out a page of word writing that is pleasing to the eye. Watch the spacing between the letters and also the spacing between the words. Remember, more spacing between words than between letters.

Drill 6. This is a fine copy for practice—sharp at the top and rounding at the base. All the down strokes must be on main slant. Practice line after line of this exercise until you see improvement. This is a very important small letter exercise. Count on up strokes only. Write this exercise to the count of ten.

VVVVVV VVVVVV VVVVVV VVVVVV

у у у у у у у у у у у у у у у у

Ursina Urbana Uranus Ulam

~~~~~

uuu uuu uuu uuu uuu

u u u u u u u u u u u

union union uncle uncle





Drill 7. Connect three small *u*'s. Count 1, 2—1, 2—1, 2—1. Emphasize the first count each time. This will aid in spacing.

Drill 8. Write the small *u* to the count of 1-2-3. See that the beginning and ending strokes are the same in length. Do not curve the down strokes.

Drill 9. Use arm action when writing these words. Write four words to the line.

#### PLATE 24

Drill 1. Use pure arm movement in these exercises. Notice the sharp tops and the round turns at the bottom. Use plenty of speed when making this exercise.

Drill 2. The letter *Y* begins the same as *U*. Avoid slanting the lower loop too much and do not check the motion at the bottom of the loop.

Drill 3. Success follows honest effort, so does improvement in writing. Try to gain a little each time you write this sentence and write it many times.

Drill 4. Aim for uniform height when making this small *y* exercise. Do not extend the point of *y* higher than the round tops. Keep the spacing equal throughout. Count 1, 2, 3, 4, 5, 6, 7, 8.

Drill 5. The *y* is an inverted *h*. It begins as *v* and ends as *j*. Make the round top and point equal in height. Extend the lower loop one-half space and cross the loop on the line. Count 1, 2, 3. Use a quick ending stroke.

Drill 6. Watch your position. Write these words without lifting the pen. Write several lines of each word.

*Uuuu Uuuu Uuuu Uuuu Uuuu*

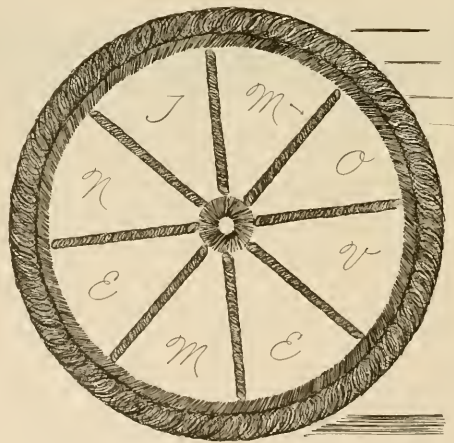
*y y y y y y y y y y y y y y*

*You will succeed if you try. Y Y*

*Uuuu Uuuu Uuuu Uuuu Uuuu Uuuu*

*y y y y y y y y y y y y y y*

*young yarn your yard you*



#### MOVEMENT DESIGNS

Movement exercise designs are excellent to create interest in penmanship classes and to develop a strong, free swing and light, graceful lines. See what fine designs you can create. Use squares, stars, wheels, fans, etc. Use a compass and ruler and outline in pencil before filling in with ovals and straight line exercises.

Penholders will be given to the ten best exercise design makers sending work before December 1, 1924.

Send your best design, using black ink, to the Managing Editor. Some designs will be published and yours may be one of them.



Two things are essential to success in learning to write. The first is study and the second is practice. Neither alone can produce good results, but the two combined will insure success!

Study is necessary to learn the correct form of letters, and to decide upon the method of their production. Study is necessary in detecting errors and deciding the remedy.

Practice is necessary to learn to produce the form that study has evolved. Practice is necessary to train the muscles to obey the dictates of the mind. It is by practice that we become proficient in writing.

Studied practice tends toward perfection. Not study alone, nor practice alone; but the two combined are essential to success in writing.

Good copies for supplementary practice by C. C. Lister, Maxwell Training School for Teachers, New York City.

A B C D E F G H I  
J K L M N O P Q R  
S T U V W X Y Z.

Claude A. Barnett.

Written some time ago by Mr. Barnett, who is head of the penmanship work in the Cleveland, Ohio, public schools.

Folks who never do any more than they get paid for never get paid for any more than they do.  
If a man empties his purse into his head no one can take it away from him. When you face a difficulty, never let it stare you out of countenance.

There is no accomplishment a young man or woman can possess equal to a good handwriting. Beautiful penmanship is the key to the favor of business men and those who acquire it are sure to be wanted in business.

Students of penmanship will find this abbreviated style of ornamental penmanship most excellent to copy to develop skill, touch and grace.

Teachable Capitals  L. Madarasz.

A B C D E F G H I J K L M  
N O P Q R S T U V W X Y Z

Slightly shaded capitals from the pen of L. Madarasz.

1881.  
 Philadelphia, Oct. 14, 1881.  
 One day after date, your name received.  
 we pleasure to pay to the order of Mr. C. C. C.  
 One thousand one hundred dollars.  
 J. W. Flickinger



## ASSOCIATION NEWS

The Tenth Anniversary Meeting of the National Association of Penmanship Supervisors held in St. Louis in April was a success, because its members made it a success. Seventy-two supervisors from fifteen states attended.

The place of the next meeting of the Association has not been decided. As the meetings are held bi-annually, the time of the next meeting will be April, 1926.

A forty-eight page report of the Tenth Anniversary Meeting is in print, ready for delivery. The price is 55 cents, delivered. Persons desiring a copy, or copies of this report should write to the Treasurer, Arthur G. Skeeles, 270 East State St., Columbus, O. Contents of the report are given below:

1. Officers of the Association, 1924-1925.
2. History of the Association.
3. Program of the Tenth Anniversary Meeting of the Association.
4. A complete report of the Tenth Anniversary Meeting, A. G. Skeeles, Columbus, Ohio.
5. "Present Day Issues in Teaching Penmanship," Dr. F. N. Freeman, University of Chicago.
6. President's Address, H. C. Walker, St. Louis, Mo.
7. "Junior High School Penmanship," H. H. Ryan, Ben Blewett Junior High School, St. Louis.
8. "Measurement Work in the St. Louis Public Schools," Geo. H. Johnson, Director of Tests and Measurements.
9. "Which Method is Best for Primary Grades?" A three-cornered debate in which Mr. Skeeles of Columbus, O., supports wholearm movement, Miss Ely of St. Paul, Minn., muscular movement, and Mr. Walker of St. Louis, Mo., primary movement (corrected finger movement).
10. "Economy of Time in Supervision," Miss Lena A. Shaw, Detroit, Mich.
11. "How Can the Principles of the Writing Lesson be made to Function in Other Lessons?" Miss Sara K. Munn, Davenport, Ia.

12. The Supervisors' Questionnaire. Fifteen important questions relating to penmanship answered by the Association.

13. List of Active and Honorary members of the Association.

In addition to the above the main points of the speeches and discussions are given in the report.

Donations to the amount of \$225 were made to the Association by various organizations and companies, acknowledgement of which is made in the Association's report.

The National Educational Association is making a nation-wide investigation to learn the present-day demand for longhand writing. This investigation is in charge of Dr. Frank N. Freeman, University of Chicago. The following letter prepared by Dr. Freeman has been sent to the members of the National Association of Penmanship Supervisors, but its content applies to anyone who may wish to co-operate with Dr. Freeman:

To Members of the Nat'l Association of Penmanship Supervisors:

Mr. Walker has kindly agreed to transmit this request. The Research Division of the National Educational Association is collecting information concerning the scientific study of the curriculum. I have been asked to report and review the studies on handwriting. I am familiar with a few published reports, but would like to supplement these reports by a review of any other studies with which I may not have become familiar.

The type of study which I refer to deals with the demand for handwriting on the part of society. This includes the demands of the various occupations and the requirements of unspecialized activity. If you are aware of any studies on this problem, either published or unpublished, will you inform me concerning them?

An inquiry among business men concerning the degree of handwriting which they demand would be pertinent. The usefulness of such an inquiry would depend on how systematically it was made and how definite were the responses. (See F. N. Freeman, *Minimum Essentials in Handwriting*, Four-

teenth Year-book of the National Society for the Study of Education, p. 72.)

It would also be pertinent to see how well persons in various vocations actually write by collecting specimens of their writing and scoring them. (See L. V. Koos, *The Determination of Ultimate Standards of Quality in Handwriting for the Public Schools*, Elem. Sch. Jour., 1918, XVIII, p. 423.)

Since it is necessary to complete the report within a few weeks, I should be glad to have as prompt a reply as possible.

Please address me at the University of Chicago. Permit me to thank you in advance for your co-operation.

Very truly yours,

Frank N. Freeman.

It is hard to believe that Dennis with his flashing pen has so quickly laid it down and that we can never repay him for the grace, originality and poetry expressed in his work.

I don't believe the novice of public ever fully appreciated just how good his work is.

His work was so rugged the novice often mistook it for crudeness, and again his work was so original or showed so much individuality that even the amateur failed to see the standard behind his letters. Much of his work appears hasty, but his balance seemed marvelous and his taste most excellent.

W. C. Brownfield.

Cleveland, Ohio.

P. E. Holley, Bristol, Conn., sent us a number of fine specimens of penmanship, consisting of ornamental, roundhand, bird flourishing, and card writing. Mr. Holley has long been recognized as a fine penman, and has started quite a number of penmanship students on the road to success as professional penmen.

F. J. Myles, 1134 Jefferson St., Nashville, Tenn., has a progressive class of teachers in penmanship at Pearl High School. Mrs. L. D. Porter was the first to win a Teacher's Certificate.

Clarksburg, W. Va., under the direction of Ida Gordon, is doing some very fine penmanship in the grades.



This is a photograph of part of the students attending the Asheville, North Carolina, Zaner Method Normal School under the direction of Miss Mildred Moffett. These teachers were very enthusiastic over their penmanship work, and no doubt will do a lot of good for the betterment of the writing among the students in the public schools of North Carolina.





## Penmanship Devices and Plans

Teachers are invited to contribute short, helpful methods and devices of about 250 words to this department. Pass your ideas on to others.

### AN APPRECIATION OF THIS YEAR'S WRITING PROJECT

Toward the end of the year a teacher is warned to be on guard against any tendency on the part of the children to lag, to become lazy, or to let down in enthusiasm. Just how to provide work which will call forth the Autumn's "pep" in spite of the languid feeling Spring brings, is a weighty problem.

The difficulty was met and overcome in writing this year in our schools in a manner satisfactory to supervisor, teacher, and children.

To correlate writing with English, we had the pupils write letters for flower, vegetable, and tree catalogues. The children were tremendously interested, especially when the beautifully illustrated catalogues began to arrive.

The letter writing portion of the project having been completed, we turned to the next phase of the work. This consisted in collecting flower poems and stories, in writing papers describing the manner of planting seeds, setting out plants, and caring for gardens.

At different times the writing lesson presented opportunity for a bit of nature study,—interesting to the children, and really helpful to them.

After papers were prepared, the children made booklet covers, using colored illustrations cut from the catalogues, or, in some cases, designing very capably original covers. The results of all this pleasant labor were satisfying, attractive, and surely helpful. It is hardly necessary to say that "pep" and enthusiasm were easily maintained to the very last day.

Nelle Hevener Ford.

Miss Ford is a fifth grade teacher in Clarksburg, W. Va., under the supervision of Miss Ida M. Gordon.

### TEACHERS

Help to make this department a real success by sending us plans and devices which have produced results for you.

F. J. Myles, the well known penman of Nashville, Tenn., informs us that he recently received a degree of Master of Arts from the Oskaloosa, Iowa, College. He has a very progressive class of penmanship students at the Pearl High School, where he is securing good results.

A very fine set of ornamental capitals has been received from F. E. Persons, Buffalo, N. Y.

We shall be glad to see more work from penmen. By sending work to us it helps us in selecting suitable material for publication in the B. E. Help to make this a big penmanship year.

Miss Eunice C. Bounds will teach penmanship and commercial subjects this year in The Adams Township High School, Sidman, Pa.

Pearl Dickinson, Dilworth, Minn., former student of Frank A. Krupp, is making splendid headway in engrossing. Samples which he sent us indicate that he has the ability to become a leader in this line. With the splendid opportunities in the engrossing work today no young man can make a mistake by developing talent along this line.

The Parlin Junior High School, Everett, Mass., has a fine class of penmanship students. Miss M. H. Shaw is the penmanship instructor.



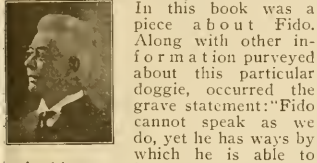


# MENTAL MEANDERINGS

By CARL MARSHALL

Route 1, Box 32, Tujunga, California

Until recently, it has been a good many years since I have had much to do with the books that are written for children. I recall one primary reading book that I used to have to use with the little people I was dealing with in the eighteen-seventies.



In this book was a piece about Fido. Along with other information purveyed about this particular doggie, occurred the grave statement: "Fido cannot speak as we do, yet he has ways by which he is able to make his wants known." The primers in use now seem to be fairly free of that sort of thing, and appear to be written, for the most part, by those who understand child language, but if one goes up a few grades to the beginning texts in arithmetic, geography and history, he encounters a diction that is hardly less stupid and misplaced than the stuff I have quoted from that old-time primer. Nearly all the writers of these books are constantly using bookish words, quite beyond the vocabularies of the children who are to use them; also, they seem to take a sort of vain delight in slipping in figurative language and various literary conventions of expression, that create confusion rather than clarity in the unsophisticated minds of the average child. If the authors of children's books could only learn that the ordinary fifth to seventh grade youngster does not use the language of the college classroom! The children I am teaching at present come from American homes of average intelligence, but

encounter the greatest difficulty in understanding for them, any kind of books that are not written entirely out of their mental reach. There are a few honorable exceptions, but not many,—just enough to prove that a book understandable by an average child can be written, provided that the author cares o, or knows how. It might be well to have a law (of course, with the rest of my countrymen, I rise up to demand a law to stop everything I find going wrong!) to provide that whoever sets out to write a book for children, should undergo a test to find out if he knows the language that a child speaks. At present, most of the forage that is rought to the educational feed-yard is out in racks so high that the lambs can hardly get a nibble.

**The Decline of Artisanism** A wisely witty Frenchman who used to lecture in this country under the name of Max O'Rell, once said that there were but two subjects

in which Americans are really interested, religion and politics, and of these two, they permit their schoolmasters to know nothing. No doubt, the Frenchman reached this paradoxical conclusion through the fact that we do not allow our teachers or our schools when functioning educationally, to take sides in either politics or religion. Of course, this is a wise rule, and obviously. The function of the modern school is not to provide the learners with opinions, but to supply them with the means of forming their own opinions. The justification of this policy is seen in the fact, that with the increase of schools and the wide-spread growth of the reading habit among the people, there is a steadily lessening tendency in the American electorate to decide elections through the influence of either partisan tradition or electioneering clamor or claptrap. In 1916, the country went Democratic by a decided margin, and in 1920, by an even more decided margin, went Republican. There must have been at least five or six millions of voters that supported Mr. Wilson in the one election and Mr. Harding in the other. Probably there were not less than ten or twelve millions that thus "changed their politics" to the one side or the other. This, of course, makes things very inconvenient for the politicians and other political forecasters, but it shows a healthy condition in the thinking powers of the voter. Time was, and not so long ago, when the independent, non-partisan vote was so small that a national election could be forecasted by almost any well-informed politician. In those days, voting was mostly a matter of geography, and the young voter inherited his politics as he did the color of his eyes or hair. Not so now. Nothing is more common than to see a family split into several factions politically, the husband and the wife even serving on rival political committees, and the children following their example before they are out of the high school.

It is probably the schools, more than any other agency, that are responsible for this good thing, and for the very reason cited by Max O'Rell, that our schoolmasters are not permitted to "know anything" about politics.

**The Age of Miracles** This Meandering is being typed away up here in a secluded little nook in the

Northwest Coast Range of the California mountains. It is more than twenty miles to the nearest telegraph station, and about fifty miles to the nearest railroad. We get mail only three times a week, and the San Francisco papers are three days old when they reach us. And yet, at seven o'clock this evening, just after our household have finished supper, we

shall all gather in the little farmhouse parlor, and listen to a plain speaking gentleman at Station KGO, Oakland, California, over forest and mountain two hundred miles away, announcing the score of the ball game that was played at Boston this afternoon, giving the closing quotations of the New York Stock Exchange, or repeating a radio message from Greenland that will tell us whether the American bird men who hoped off from Iceland this morning succeeded in making a safe landing before the brief dipping of the midnight sun below the glacial peaks to northward. Then after we have listened to everything of importance that may have happened today in any part of the civilized or uncivilized world, our ears may be ravished by mellifluous notes from some silver-throated operatic siren, or the latest jazz from the dance room of the St. Francis Hotel across the Bay in San Francisco. Possibly the latter may mingle indistinguishably with the howls of coyotes indulging in a moonlight escapade up on the mountain that overlooks the ranch.

I wonder what I should have done if some prescient being had told me forty years or so ago, that all this would come to pass. Probably, I should have looked up an officer.

**And Yet Another** In my mail today came a letter announcing the recent

passing of my long-time friend and business partner, Samuel H. Goodyear, at Cedar Rapids, Iowa. Mr. Goodyear did not enter the field of business education quite early enough to be counted with the pioneers, or "Old Guard," including the contemporaries of Silas S. Packard, Robert Spencer, the Bryants, Richard Nelson, George Soule, and others. He belongs rather with a later group, including Warren Saddler, Enos Spencer, Horace Healey, H. T. Loomis, and many others, most of whom are happily still with us.

Mr. Goodyear was educated at a Methodist college at Mt. Vernon, Iowa, and was graduated with the degree of A. M. in the late seventies, I think. He founded the Cedar Rapids Business College, later forming a partnership in the ownership and management of the school with A. N. Palmer, the well-known penman and publisher. While conducting this school he published one or more texts on bookkeeping, and after a time, disposed of his interests in the school to Mr. Palmer, in order to establish the Goodyear Publishing Company in Chicago. In 1900, this concern was merged with a new company, the Goodyear-Marshall Publishing Co., of which Mr. Goodyear, Mr. Palmer, Mr. Scott Metcalf, a Cedar Rapids printer, and the present writer were the incorporators, the business being conducted at Cedar Rapids. Mr. Goodyear severed his connection with this company in 1915, to engage in a blank book and specialty business in St. Joseph, Mo. Later he retired from this business and was again living in Cedar Rapids at the time of his death.

During my fifteen years of association (Continued on page 25)



From the book, C. C. Canan's  
Collection of Penmanship

**Draughon's Practical Business College**, Shreveport, La., under the management of George A. Meadows, appreciates the value of high class advertising in building up a large and prosperous business college. A beautifully illustrated catalog printed in three colors has been received from them.

**J. F. Flower** of the Fall River, Mass., School of Commerce is the latest successful applicant for a B. E. Professional Certificate. Mr. Flower is doing some very fine professional work.

**H. L. Creech** of the Business Department of the Lenoir-Rhyne College, Hickory, N. C., held a penmanship contest in which a penmanship medal was awarded. The editors of the Business Educator acted as judges. It was a very difficult contest to decide, for the pupils all made remarkable improvement.

This contest has evidently stimulated much interest in penmanship classes in that institution. Contests properly conducted are to be encouraged, as they make for better penmanship.

**Mrs. Edgar Birchard**, formerly Miss Lucy C. Ferris, is now directing the handwriting in the public schools of Harbor Creek, Pa. Mrs. Birchard was formerly Director of Handwriting in the public schools of Westerville, Ohio, and Warren, Pa. She is a fine penman and enthusiastic teacher, which will assure her success in the Harbor Creek Schools.

**The Raton, N. M., Junior High School** is securing very fine results in penmanship under the instruction of Clara Olive Carter.



## Put Personality and Human Interest Into Advertising

By M. N. BUNKER

### Build Up Friendship

When Emerson wrote, "If a man can write a better book, make a better mouse trap or preach a better sermon, though he build his house in the woods, the world will make a beaten path to his door," he covered the mail order field. The man who has something better than another can get the business—provided he goes after it and uses the same methods to get it that he has put into his product — and no other way.

A number of years ago a young married man and his wife were left a business in a small city in Iowa. It had been established for years, its sales were all through the mail, and for a year or more had averaged not more than \$135.00 a month. Of course the overhead was not much, the only help being a girl who was paid \$8.00 a week, and who wrote almost indecipherable letters on a rickety typewriter. No advertising was being done, and at the demise of the owner it seemed that the only thing left to do would be to pile a little dirt on the business and it too would be gone.

This was without taking into consideration the new owner and his wife who had been a stenographer, but had given up her work to keep house while her husband worked in a grocery store. They looked over the business, spent \$5.00 getting the floor of the place scrubbed, swept down the walls, and commenced writing letters. They didn't have any money to advertise, but they did commence hammering out letters to their correspondents. In many cases they explained the situation exactly as it existed, and asked for co-operation in building a better business.

The first month they maintained their average on receipts, and then went to a local printer and got credit for \$40.00 worth of printing. That month their income jumped to \$250.00, and in six months they had taken in one-third more cash than the previous owner had in twelve months, and had five times as many customers on the books. This was all accomplished by letter writing, individual effort to build up a satisfied clientele.

That was only two years ago, and recently this firm arranged to do advertising, because in two and one-half years they have done very nearly \$20,000.00 worth of business, and they now feel that they are ready to expand.

However, the point that stands out clearly is that this organization grew by accomplishing the friendship and interest of its customers scattered from Maine to California. The new owner, when he got it, started in on a plan of writing personal letters thanking the customer; telling him briefly about the business, plans for the future, and directly interested him in what was being accomplished. It was human interest—nothing more, and nothing less.

Which brings us down to the question—is the advertising medium, and the literature wholly the basis of your sales campaign? In other words, isn't there a possibility of building up personal feeling in dealing with your customer? If you are just starting a business, tell your customers about it, write them personally, just brief notes, but put a personal touch into the matter.

If the business has outgrown the possibility of personal correspondence, then put personal feeling into your writing. Have your literature prepared in a sympathetic spirit, telling your story just as you would tell it to the man or woman in your office, and your plant.

Not long ago I told the story of Haldeman-Julius, the greatest mail order book publisher in the world, and at this point he becomes a wonderful example of this close co-operation with outside sources. He publishes a weekly that reaches probably five hundred thousand of his customers, and that weekly is almost exclusively based on "What the Editor is Thinking About," and what he is thinking about is largely the work he is doing. What he does is to tell the outsiders about it. He takes them into his office and into his plans, and each one of those five hundred thousand feels a friendly interest in the business that would never have been possible if they had just bought books. You and I both know hundreds of places where we have bought books, and we hadn't any memory of the place six months later.

Moreover, Haldeman-Julius puts this frank, friendly, "telling about it" spirit into the literature he sends to his hundreds of thousands of names on his mailing list—and in a little over three years he has sold 60,000,000 books.

### House Organs Popular

Almost every big corporation has its house organ, a publication where it publishes the news about the employees and what they are doing. It promotes family spirit—co-operation, for when John and Mary see the baby's picture in their paper, published by the corporation John works for, it puts both of the parents just a little closer to that corporation. Just now I have in mind a vast machinery factory that has been notoriously "open shop" in spite of every effort to unionize it, and at the same times comes the recollection of how the families of the men employed in those factories, looked forward to their factory paper.

Now in a mail order business you cannot meet your customers face to face, but you can take them into the workings of your business. Let them meet the people who do the work; if

your orders mount up for May, let them know about it, and give them to understand that they are responsible and that you appreciate it.

Suppose you are selling silk hose (most everybody seems to be these days). In the last thirty days you have done an increase of fifteen per cent. Write a letter in a personal way to your customers. Visualize one of them, and write your letters to that one, keeping in mind that your letter goes to all. Mimeograph it—multigraph it, but get it out, and tell your customers that they, by doing their part, have made that increase.

Again, if you have fallen down, write them an optimistic report, but ask them if there has been a falling down in your product; ask them if you have failed to give them service. If you have they will tell you, and if you haven't they will get out and work to build up for next month what you lost the current month.

Why? Well, it is human nature. That is all. In the blood of every intelligent human being there is a tinge of interest in "how it is done." The crowds go to see a magician, or a hypnotist, or a mind reader to try to fathom what is being done. Gossip over the back fence is a demonstration of the same spirit, so that if you tell your customer something of how your business is handled he will go out and spread the news far and wide, and say, "I know this firm is all right because ————" and all of this brings new customers.

Incidentally it is cheap publicity. It makes each new customer that you get through newspaper advertising a possible mouth piece for you and your business, and multiplies the returns you get from your newspaper or other advertising. It builds up a feeling that endures so that if you should suddenly say to yourself, "I'm going to Wood-burg for a week of fishing" and started out, lost your road, mired up to your hubs, and should meet John Smith who bought a washing machine from you five years ago, he would naturally invite you and Mary and kids up to the house to meet his Mary and the half dozen small Smiths; they would put you up in the best room, and probably fry a chicken or two or three as needs demanded, and send you on your way the next morning, even as though you had been guests.

Take for example an actual instance. Something like twenty years ago a good many people were for locking up Bernarr Macfadden of Physical Culture fame as a crank and a nuisance if not worse. The other day Congress sent for him to go to Washington and tell the Congressmen and Senators how to keep fit. He went; he took his family along; and the next month he told his magazine readers about the whole trip, from meeting President Coolidge down to the stunts performed by the young-est Macfadden. Incidentally the Macfadden group is one of the richest, if not the richest publishing group in America today, and largely because he puts human interest into his advertising.





## Business College Literature

Beeckley College of Commerce and Finance, Harrisburg, Pa., recently sent us a copy of their new catalog for 1924-1925.

This institution has been making rapid progress during recent years, and enjoys the reputation of being a very progressive and thorough institution. Their catalog is finely illustrated with numerous half-tones on egg shell paper. The general get-up of the catalog is along the line of the usual university bulletin, which plan seems to be coming more and more in vogue with commercial schools in preparing their advertising literature. Judging from the numerous group photographs the school is enjoying a very large attendance.

A copy of "The Review," published quarterly by Lawrence Business College, Lawrence, Kans., has just been received.

A catalog has just been received from the Charlottesville Business College, C. H. Nixon, President. This school requires every student taking bookkeeping and the combined course to learn to write a good hand before granting a diploma. So many business men request applicants for positions to "apply in own handwriting" that they feel a need for teaching a rapid legible handwriting.

The Woodbury Business College, Los Angeles, California, has moved into its own new building at 727 S. Figueroa St. It is indeed a pleasure to know that this school is progressing financially to the extent of being able to put up a building of its own. May the good work continue.

The Springfield, Ohio, Daily News of July 31st announced that the Springfield Business College recently purchased a building which is to become its new location. The consideration was \$25,000. Mr. J. E. Joiner, the well known business college man, is the head of the institution. The building is to be remodeled and a much larger enrollment is expected when the school occupies its new quarters.

Mr. Joiner was at the head of the Columbus Business College for twenty-five years previous to going to Springfield.

The Taylor School at Market and 10th Sts., Philadelphia, recently favored us with a copy of their new catalog, the illustrations of which make it very interesting and attractive. The catalog is of much a size that we believe most effective and it seems to us, contains just such information as prospective students are looking for. Freeman P. Taylor, president of the school, is to be congratulated on his ability in building up a large and high grade institution.

Mr. T. B. Cain, formerly of Bliss Business College, Columbus, Ohio, with a number of able assistants is meeting with much success in conducting his three commercial schools in Clarksburg, Fairmont, and Grafton, W. Va.

Mr. A. E. Lawrence of Bliss College, is principal of the commercial department in the Clarksburg School. Mrs. T. B. Cain, Ohio State University and Bliss College, is principal of the stenographic department. Miss Margaret Patterson, Bliss College, has charge of the typewriting, and Miss Altha Knappenberger, also of Bliss College, is instructor in bookkeeping and shorthand.

The Fairmont School is managed by C. G. Shafer, who was with Bliss College for twelve years. L. W. Cain, a graduate of Muskingum College, is in charge of the commercial department. Miss Cora Feather has charge of the shorthand and typewriting.

In the Grafton School, A. P. Merrimce of Bowling Green, Kentucky, Business University, has charge of the commercial department and Miss Halie Stealey, a graduate of West Virginia University, is head of the shorthand and typewriting departments.

We are well acquainted with Mr. T. B. Cain and Mr. C. G. Shafer, and know them to be men of ability and of unusual energy.

In a recent letter Mr. T. B. Cain states that they have adopted the Zaner Method of Penmanship in the Fairmont School and expect to adopt it in their Clarksburg and Grafton schools in a short time. Mr. Cain is a very competent judge of a penmanship text, and we feel that his decision in adopting the Zaner Method is quite a compliment for it.

F. M. Carlson, last year commercial teacher in the Staples High School, Westport, Conn., has recently accepted a position as head of the Commercial Department of Dickinson Seminary, Williamsport, Pa.

Miss Persis P. Pfau of Oxford, N. J., is a new teacher of typewriting in the Dumont, N. J., High School.

Miss Mildred Langley, for the last few years teacher of shorthand in the Commercial High School, Providence, has been elected to a similar position in the Manchester, N. H., High School.

Miss Cora E. Welch, last year commercial teacher in the Montclair, N. J., High School, has accepted a similar position with the Nashua, N. H., High School.

J. Harold Short, a former student of Goldey College, Wilmington, Delaware, Capital College and Zanerian College both of Columbus, Ohio, and for the past eight years with Merrill Business Colleges, Stamford, Norwalk and Port Chester, Conn., has purchased the Lee's Commercial School, Stamford, Conn. Mr. Short has made a splendid record in business college work, and has the best wishes of his professional friends and THE BUSINESS EDUCATOR.

Miss Marion E. Peterson, recently shorthand teacher in the Holyoke, Mass., High School, has been elected to a similar position in the High School at New Bedford, Mass.

M. F. Denise, for several years Manager of the McLachlan Business Institute, Grand Rapids, Mich., is now an Assistant Professor at Drexel Institute, Philadelphia.

Alfred L. Lawrence, for the last few years commercial teacher in Cannon's Commercial School, Lawrence, Mass., is a new commercial teacher in the High School at New Bedford, Mass.

Miss Edith B. Brackett of South Berwick, Me., is a new commercial teacher in the Claremont, N. H., High School.

Arthur J. Dowling, last year with the College of Commerce of St. John's College, Brooklyn, is a new teacher in the Commercial Department of the Holyoke, Mass., High School.

Miss Alta J. Day, for several years commercial teacher in the Lead, S. D., High School, has accepted a position to teach commercial work in the Harrisburg, Ill., High School.

Miss Hazel Cole of Cedar Falls, Iowa, is a new commercial teacher in the Oskaloosa, Iowa, High School.

H. L. Watts, recently head of the Commercial Department of the Hazelton, Pa., High School, has accepted a similar position with the High School at Homestead, Pa.

Mrs. Jessie Hanson of Biddeford, Me., is a new commercial teacher in the Marblehead, Mass., High School.

Minnie Knepper of Monongahela, Pa., Public Schools, secures most excellent results from her pupils. Miss Knepper writes a very fine hand.

Samuel Fishbaugh is the new penmanship and commercial teacher in the Jewett, Ohio, High School.

After eighteen years of teaching E. H. McGhee of Trenton, N. J., has resigned so that he can devote his entire time to engraving work. Mr. McGhee has been devoting some of his spare time to engraving and by so doing he has worked up a business in engraving which now justifies him to devote all of his time to it.

Mr. McGhee is a very fine all-round engraver and illuminator. It is a pleasure to us to see him make this move. It pleases us because when one realizes that during the past year we recall of six prominent engravers who died; we feel the need of more engravers.

There are splendid opportunities for young men in engraving who have ability in engraving and can mix a little business ability with it.

Mr. McGhee has been contributing to THE BUSINESS EDUCATOR for many years and no doubt we shall see more of his work from time to time.

THE BUSINESS EDUCATOR wishes Mr. McGhee unlimited success.



*W. H. Bodenheimer*

The above signature prepared in 1904 by L. Madarasz was loaned to us by W. H. Bodenheimer, formerly Supt. of Public Schools, Mingus, Texas, now at Kemp, Texas, and who for many years has been greatly interested in penmanship. Mr. Bodenheimer writes both business and ornamental very skillful; in fact, probably no other school superintendent in this country can swing a pen with as much skill and grace.

International Correspondence  
Schools  
SCANTON, PA.



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And restrain it now it will sing of the sea;  
To take the fond heart from its home and waste,  
To sing of the loved to the end of the earth."





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### PEN DRAWING

We show on opposite page quite an effective specimen of pen work, which we hope will inspire young men and women to put forth greater efforts to master a pleasing and distinctive style of pen technique.

A drawing was first made from the plaster cast of the "Nubian Man," then it was transferred to bristol board, with all the high lights and shadows carefully suggested in pencil. The color tones received the most critical attention. Study the various planes and aim to attain effects by the most simple and direct methods. The delineation of character is of utmost importance in drawing this and similar subjects.

This "Nubian" may have a kindly heart, but judging from the ferocity and determination shown in his facial expression we should hardly think it prudent or safe to excite him to anger.

After completing your pencil drawing proceed with the pen and ink work, using a Gillott No. 170 pen for the fine lines and a No. 5 broad pen for the coarser ones. If you do not get sufficient depth of tone at first, thicken the lines, using a fine pen. Start with the deepest tone, next the middle tone, then the high lights, aiming for harmonious blending and relationship. Carry out this same idea in the background by varying the direction and thickness of the lines.

If your color tones are properly shaped and correctly placed the face will be well modeled. Note the simple treatment of the head covering, and remember that simplicity in rendering the color values is highly essential. Make your drawing at least twice the size of cut shown in this connection.

We shall be pleased to receive work on this lesson for criticism. Send it along carefully packed and we will return when postage is sent for the purpose.

Miss Leona Haulot, Tempe Normal School, Tempe, Arizona, recently sent in twelve specimens for our consideration for Teachers' Certificates. All were granted. Some very fine results are being secured in this school thru the use of Zaner Method Writing Books.



By O. R. Garrett, Brantley-Draughon Business College, Fort Worth, Texas.

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# STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC.

Required by the  
Act of Congress of August 24, 1912  
Of Business Educator, published monthly except July and August at Columbus, Ohio, for October 1, 1924.

State of Ohio ss.  
County of Franklin

Before me, a Notary Public in and for the state and county aforesaid, personally appeared E. W. Blosser, who, having been duly sworn according to law, deposes and says that he is the editor of The Business Educator, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, printed on the reverse side of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Name of Publisher, The Zaner-Bloser Company,  
Post Office Address 612 N. Park St., Columbus, O.

Editor, E. W. Blosser,  
612 N. Park St., Columbus, O.

Managing Editor, E. A. Lupfer,  
612 N. Park St., Columbus, O.

Business Manager, None.

2. That the owners are: (Give names and addresses of individual owners, or, if a corporation, give its name and the names and addresses of stockholders owning or holding 1 per cent or more of the total amount of which they appear upon the books of the company stock.)

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612 N. Park St., Columbus, O.

E. W. Blosser 612 N. Park St., Columbus, O.

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3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are:

If there are none, so state.)  
None.

None.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing alicant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and that this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the six months preceding the date shown above is (This information is required from daily publications only.)

E. W. BLOSSER, Editor.

Sworn to and subscribed before me this 17th day of September, 1924.

EARL A. LUPFER, Notary Public.

(My commission expires January 11, 1926.)

Mrs. H. D. Coley, Lincoln High School, Los Angeles, Calif., recently sent in forty-seven specimens from her pupils, who started in September. None of them ever had any previous training, whatever, in penmanship. All of them have been granted Certificates. The results, therefore, speak for themselves. Mrs. Coley writes a very good business hand.

J. H. Fries, penmanship and commercial teacher at McPherson College, McPherson, Kans., paid us a visit while on his way home from a motoring trip through the East.

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H. M. HILL, Supervisor of Writing  
BOX 725 COLUMBIA, S. C.

## MENTAL MEANDERINGS

(( continued from page 17 ))

tion with Mr. Goodyear, I naturally came to know him well and intimately. He was a man of persistent industry, and very ingenious in working out his educational ideas. He was not a success as a money-getter, and, as the phrase goes, rather easy-going. He was personally honorable and conscientious to a fault, and such business mistakes as he made were those of the head rather than of the heart. He was a delightful companion and had a keen sense of humor. He was a man of consistent piety, completely free from adverse social habits, pure of thought and speech,—in short, always the inherent gentlemen in every way. His most important contribution to commercial education was the invention of the method of teaching business forms and procedure, known as "Intercommunication Business Practice." The late Silas S. Packard once praised this plan highly as "the first attempt that had been made to dramatize the affairs of business in the school room."

The sudden passing of this kindly man and useful commercial teacher and author will bring a shock of keen regret to all of us who had the privilege of knowing him.

Wilson H. Thorne, Jr., a member of this year's graduating class of The College of Business Administration of Boston University, has accepted a position to teach in the Junior High School at Lynn, Mass.

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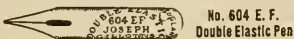
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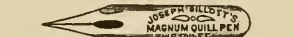
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## BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

**The Packing Industry, by The University of Chicago Press, Chicago, Illinois.** Cloth cover, 357 pages.

One of the world's greatest industries (measured in terms of the value of its product) is here viewed through the eyes of eight men who are widely known in the business of meat packing. In this volume they give a bird's-eye view of the industry as a whole, its history and general economics, its operations and operating equipment, methods of financing, employment of science, and distributive procedure.

Men widely known in the business world—Wilson, Cudany, Mayer, and others—have contributed their experience and knowledge to this volume. Students and men engaged in the packing industry will find it of value in forming a more general and extensive conception of American meat-packing than has been possible in the absence of authoritative works dealing especially with the industry.

**Creative Chemistry, by Edwin E. Slosson.** Published by the Century Company, New York City, N. Y.

Here is a book on chemistry written especially for the layman, which assumes no previous knowledge of the science from the reader. It describes in plain language the modern processes of the chemical industries and in a vivid, unforgettably entertaining style explains the political and social effects of the achievements of the present-day chemists.

Dr. Frank Crane says: "The book is tremendous. It is an epoch. It is knowledge made beautiful, facts transformed to fables. The reason is easy to see. Slosson has imagination. Hence he does not stupidly write what he knows his reader cannot grasp, as do most authors of scientific books. It is a book to own, to mark, to read aloud to the family."

**The Riddle of the Rhine, by Victor Lefebure.** Published by The Chemical Foundation, Inc.

Major Lefebure, scientist and engineer, was active in the Chemical Warfare Service throughout the war. After the war he visited the German chemical factories. He made every effort to bring his findings clearly before the peace delegates. He came to America to be in complete understanding with our War Department.

He then wrote this book, which is of vital importance and interest to all peace loving citizens. Marshal Foch and Field Marshal Henry Wilson unqualifiedly endorse his statements and opinions.

**Discovery or The Spirit and Service of Science, by Sir Richard Gregory.** Published by The Macmillan Company, New York. Cloth cover, 347 pages.

The attention recently given to the position of science in the State, its relation to industry, and its relative neglect in education, suggests that the present is an appropriate time for putting into final shape a project contemplated for many years and practically completed before the outbreak of existing hostilities. This book represents the result; and its main purpose is to promote a more sane and made time towards those who are engaged in the pursuit of scientific truth and to remove the widespread misconception which prevails as to the meaning and influence of science.

**The Life of Pasteur, by R. Vallery-Radot.** Published by Doubleday Page & Company, Garden City, N. Y.

The Centennial of Louis Pasteur calls vividly to mind the epochal discoveries of this great scientist. His life story is among the most fascinating in the history of science. As a man he was one of the most beautiful person-

alities the world has ever known. It is in identifying the man and his work that makes this book an achievement, and merits the dictum of the London Times that the book is the "greatest biography of our age."

**Organized Business Knowledge, by Joseph French Johnson, President, Alexander Hamilton Institute, Dean, New York University School of Commerce, Accounts and Finance.** Published by the B. C. Forbes Publishing Company, New York.

In place of a confused chaos of notions as to the best method of starting, managing, and financing business, of keeping accounts, of buying and selling, we now have definite, well-established principles. This is what we mean by organized business knowledge. Organized business is, in fact, a systematic summary of the lessons that experience has taught to thousands of able men.

This book will help you increase your executive power, your brain power, your earning power.

**The Future Independence and Progress of American Medicine in the Age of Chemistry, by The Chemical Foundation, Inc., New York City, N. Y.** Cloth cover, 80 pages.

This report is the outgrowth of an editorial which appeared in the Journal of Industrial and Engineering Chemistry (September, 1918), pointing out the need for intensive chemical research, and for more favorable conditions of existing today, devoted to the alleviation of human suffering. The ensuing discussion led to the appointment of a committee of the American Chemical Society in January, 1919, to prepare a statement of plans and policies for the facilitation of research in this field. Since that date this committee has held frequent meetings, and has had the cooperation and advice of some of the several sciences which bear upon this problem.

In order that the views of the committee and the facts upon which they are based should be made available for the thoughtful people of this country, The Chemical Foundation, Inc., arranged for the preparation of a comprehensive report on this subject.

**Exercise Book for Self-Proving Business Arithmetic, by Thomas T. Goff.** State Normal School, Whitewater, Wis. Published by the Macmillan Company, New York. Paper cover.

**The Right Job, How to Choose It and Keep It** in two volumes, by Katherine M. H. Blackford, M. D., and Arthur Newcomb, with an introduction by Charles M. Schwab. Published by The Review of Reviews Corporation, New York City, N. Y. Both volumes are cloth cover, the first volume containing 309 pages and the second volume 602 pages.

The contents of the first volume are as follows: Character Analysis—Its Principles and Practice, How to Analyze Your Child or Yourself, Is the Right Job Manual or Mental? Is the Right Job Indoor or Outdoor Work? Aggressive and Non-Aggressive Types, Social and Non-Social Types, Generalists and Specialists, Quality and Beauty vs. Quantity, and the Right Job for the Laborer, the Professional, the Artist, the Banker, the Unambitious, Creative and Imitative Types, Leaders and Drivers, Blondes and Brunets, Jobs for the Daring and the Timid, Greedous and Shrewd Types, Traders and Bankers, Professional, Commercial, Artistic and Mechanical Types, Jobs for People of Low Energy, Types for Personal Service, Jobs for Those Who Can Handle Women, Types According to the Hand.

The contents of the second volume are as follows: The Heaviest Handicaps and How to Overcome Them, Training for the Laborer, Training for Skilled Labor, Training for Merchandising, Training for Manufacturing, Training for a Profession, Training for Art, Training for Finance, Training for Transportation, Training for Agriculture, Training for For-





stry, Training for Mining, Training for Construction, Organizing for Business, Where to Look for the Right Job, How to Write a Letter of Application, How to Apply in Person, How to Advertise for the Right Job, How to Sell Your Services by Mail, How to Think and Feel About the Right Job, Keep on Studying, Study the Difficulties of Your Job, Study the Job Higher Up, Study to Improve Methods, Specialize, Advertise and Sell Yourself, Study Human Nature, Save Your Money, Take Your Money Work for You, Home and Social Environment, Economics and Politics, Men Who Succeeded in the Right Job: Thomas A. Edison, inventor, John Wanamaker, merchant, Paul M. Warburg, banker, Bernard M. Baruch, trader, Booth Tarkington, author, Maxie Jan, Paderewski, musician, composer, statesman, George H. (Babe) Ruth, baseball player, Elihu Root, lawyer, John Hays Hammond, engineer, George W. Goethals, construction engineer, Theodore Roosevelt, author, archer, hunter, statesman, soldier, sportsman, scientist, Daniel Willard railroad president, Dr. F. C. Banting, scientist, discoverer of insulin, Frank Bacon, actor and playwright, Calvin Coolidge, President of the United States, Edward Bok, editor and author, Bibliography.

**The Background of Economics**, by Professors Merlin H. Hunter and Gordon S. Watkins of the University of Illinois. Published by the McGraw-Hill Book Company, New York. Cloth cover, 514 pages.

The primary purposes of this book are to furnish a background for the study of the principles of economics; to help the beginning student in his observation, analysis, correlation, and interpretation of the phenomena of his economic environment; and to aid him in determining the enormous amount of physical and mental energy which man must expend in fashioning his environment for the purpose of securing desired satisfactions. The aim has been to present a general survey of man's economic activities, rather than statistical evidence of the development and extent of these activities.

**An Introduction to the Theory of Educational Measurements**, by Walter Scott Monroe, Professor of Education and Director of Educational Research, University of Illinois. Published by Houghton-Mifflin Company, New York. Cloth cover, 364 pages.

This volume is the outgrowth of an attempt by the author to give, to advanced college and graduate students, a course which would equip them so that they would be able to make critical studies of educational tests and to form intelligent judgments with reference to their usefulness. Since the manuscript was begun, several years ago, it has undergone numerous revisions. As there was no satisfactory text available, several of the chapters have been typewritten and made available for intensive study by the members of the author's classes. During the school year of 1921-22 the first eight chapters were studied and criticized by a class of eight graduate students.

Although the volume is the direct outgrowth of the author's attempts to instruct college students, he hopes that it will afford a means of giving to superintendents and others who direct the use of educational tests in our pub-

lic schools a point of view, as well as acquainting them with certain fundamental principles which seem necessary in order to secure the maximum returns from the investments that are being made in this field.

**Training for Secretarial Practice**, by Sarah Augusta Taintor, M. A. Published by McGraw-Hill Book Company, New York. Cloth cover, 298 pages.

This book aims to cover the entire work of a secretary. It includes chapters on the secretary herself; on her training, her qualifications, her duties, her responsibilities, and her opportunities.

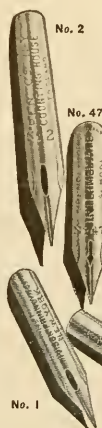
Because she must write many letters or supervise the writing of them, the second part of the book is devoted to the study of letters, their form and possibilities, the best usage on disputed points of form and content, and the actual composition of all kinds of letters. While written primarily for those intending to be private secretaries in business, it will be useful as well to social secretaries and to all of those who wish to write better letters.

**Elements of Business Law**, by Ernest W. Huffcut. Published by Ginn & Company, New York. Cloth cover, 319 pages.

An effort has been made in this book to state as concisely and clearly as possible the leading and fundamental principles of business law, and in place of affording abstract explanations of them to substitute simple concrete examples showing them in their actual application to business transactions. In order that conclusions drawn in these examples may be verified and not rest on mere conjecture, the examples have for the most part been taken from cases decided in courts.

At the end of each chapter are given a number of concrete problems with the conclusions intended to afford an exercise in the application of principles drawn from the text and the examples.

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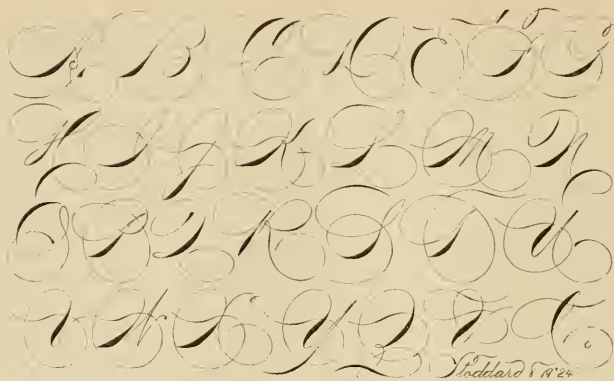
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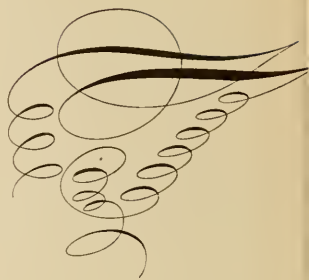
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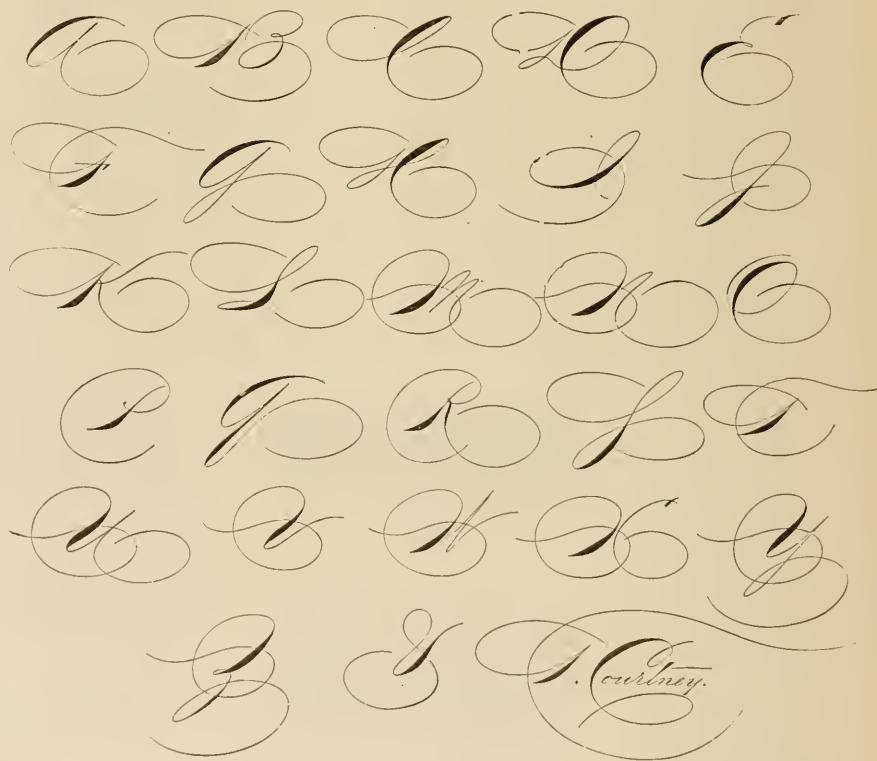
Columbus, Ohio



This alphabet was prepared by Dwight L. Stoddard, Indianapolis, Ind., who is a carpenter by trade. This is quite a remarkable alphabet when you consider that it was prepared after doing heavy labor. Notice the square effect, the balance, and the graceful lines.



A good wing study by W. E. Dennis.



By T. Courtney, Pocatello, Idaho



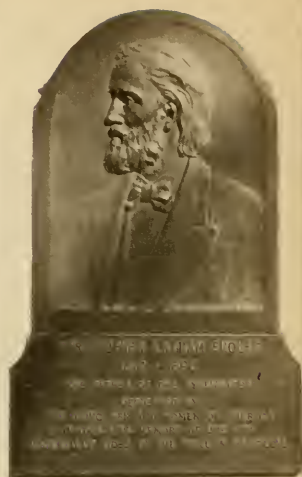
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Students of engrossing can find much to study in this specimen by P. W. Costello. The flowers deserve special attention. Also notice the delicate scroll work to the right and how skillfully it has been subdued.





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# MONUMENT ERECTED TO INVENTOR OF THE TYPEWRITER

A memorial to Christopher Latham Sholes, inventor of the typewriter, was unveiled over his grave in Forest Home Cemetery, Milwaukee, June 7th.

The monument was unveiled by Mrs. Charles L. Fortier of Milwaukee, daughter of the inventor, who operated one of her father's experimental models in 1872.

In a speech, Mayor Daniel W. Hoan of Milwaukee, announced that he had appointed a voluntary committee of leading citizens of Milwaukee to urge election of Sholes to the American Hall of Fame.

Other speakers were Charles E. Weller, one of the few surviving intimate friends of Sholes, M. A. Strachan of Indianapolis, a member of the Sholes Monument Commission, Herbert Dore of Chicago, representing the National Shorthand Reporters' Association and A. C. Reiley of the Remington Co.

Sholes and his co-worker, Carlos Glidden, began their inventive labors on the typewriter in a little machine shop in Milwaukee in 1867. After six years of work, during which time nearly thirty experimental models were built, Sholes finally evolved a practical writing machine, the manufacture of which was begun by E. Remington & Sons, the well-known gun-makers of Ilion, N. Y., in 1873.

Sholes died in Milwaukee, February 17, 1890. Before his death the typewriter had already become a prominent factor in the world's business, and he lived long enough to witness the beginnings of that great social revolution achieved by the writing machine, namely, the entrance of women into business life. Sholes, in his closing years, spoke of the influence of the typewriter in furthering the economic independence of women as the most important service rendered by his invention.

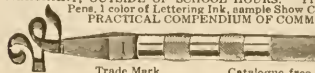
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Edward C. Bader, for the last few years head of the Commercial Department of the Concord, N. H., High School, has recently bought the Curtis Commercial College in Covington, Ky.

Ivan F. Ahlgren, last year Service Director for the Malden, Mass., Commercial School, has recently been appointed Director of the School of Finance of Upsala College, East Orange, N. J.

Graydon C. Wagner, for the last two years head of the commercial work in the High School at Blue Earth, Minn., is the new head of the Commercial Department of the Hazleton, Pa., High School.

T. D. Vass is a new commercial teacher in the Commercial High School, Atlanta, Ga.

Miss Gunhild Wennergren of Brockton, Mass., is a new commercial teacher in the Sandwich, Mass., High School.

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Miss Estelle Pfaff, last year commercial teacher in the High School at Mt. Hope, W. Va., is a new commercial teacher in the High School at Oil City, Pa.

H. H. Foster, for several years head of the commercial work in the Rockland, Maine, High School, has recently accepted a position with Kinyon's Commercial School, Pawtucket, R. I.

Miss Desma Renner of Lincoln, Neb., is a new commercial teacher in the Rocky Ford, Colo., High School.

Miss Gulielma E. Grier of Salem, N. J., has recently accepted a position as commercial teacher in the Pottstown, Pa., High School.

Miss Minnie C. Buschmann of Southwick, Mass., is a new commercial teacher in Herrick's Institute, New Bedford, Mass.

George T. Brice, recently with the College of Business Administration of Boston University, has accepted a position with the Hartford, Conn., Business Institute.

Miss Helen Somers of Lynn, Mass., is a new commercial teacher in Nasson Institute, Springvale, Maine.

Miss Nevada Long of Elmwood, Neb., is a new teacher of typewriting in the Capital City Commercial College, Des Moines, Iowa.

Miss Ila G. Gray of Auburn, Maine, is a new commercial teacher in the High School at Bel Air, Md.

Miss Lila Bradley, last year with the High School at Essex, Conn., is a new commercial teacher in the Oil City, Pa., High School.

Miss Ella G. Knowles of South Berwick, Maine, is a new commercial teacher in the Middletown, Conn., High School.

Miss Annie Laurie Rogers, recently with the Batten High School, Elizabeth, N. J., is a new teacher of English in the Commercial High School, New Haven.

E. Huxley Thomas of Austin, Texas, is a new commercial teacher in the High School at Alexandria, La.

Miss Manette Wilson of Graham, Texas, is a new commercial teacher in the High School at Corsicana, Texas.

Miss Elizabeth Clark of Mankato, Minn., is a new shorthand teacher with the Nettleton Commercial College, Sioux Falls, S. D.

Henry Russell of Boston has recently accepted a position as commercial teacher in the Merrill Business College, Stamford, Conn.

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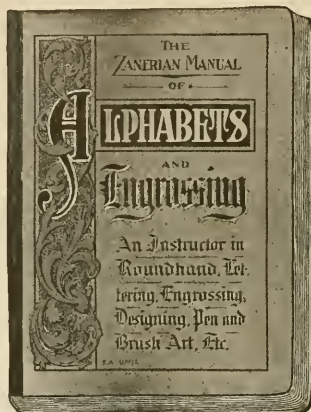
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Penmanship Publishers

COLUMBUS, OHIO

# THE BUSINESS EDUCATOR

Vol. XXX

NOVEMBER, 1924

Number 3

PENMANSHIP  
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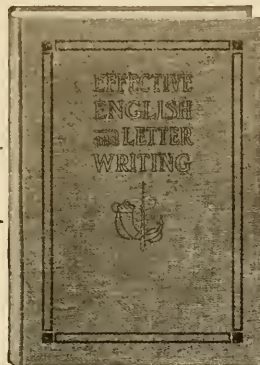
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# The Business Educator

LUPPER

VOLUME XXX

COLUMBUS, OHIO, NOVEMBER, 1924

NUMBER 3

## THE PROVINCE OF COMMERCIAL OR BUSINESS SCHOOLS

The business school is not intended to supplant the public schools nor other educational institutions, but to supplement them.

The business school is the youngest child in the constellation of education, and its course of study is of practical benefit to the graduates of all other schools, as every vocation has its business side. But more especially is it of great value to a large class of industrious young men and young women, whose time is too limited and whose treasury is too small to allow them to pursue and complete any Literary or Scientific Course of study requiring from two to five years.

To be more specific, the function of the business school is to equip its students for the active duties of business life, not only as they pertain to accounting, to finance and to commercial office work, but also to the financial, legal and ethical management of all lines of business. And its curriculum is believed to be more wisely devised to accomplish this result than that of any other class of schools.

The education given by the reputable business school prepares young men and young women to carry out that divine command which says, "In the sweat of thy face shalt thou eat bread." By its shorthand and typewriting, good penmanship, spelling, grammar, billing, and letter-writing, the service worth of a young man or a young woman is increased many fold. Its practical arithmetic, when properly given, is superior to calculus, in commercial affairs. Its ethical teaching and its laws of business relating to contracts, rights, and obligations, commercial paper, agency, partnership, corporations, trusts, etc., which govern all transactions of trade throughout the empires of business, are indispensable to every man, whatever may be his vocation or profession. Its bookkeeping, or accounting work, whose debit and credit laws hold in harmonious revolution the financial values of the world, constitutes an educational crown that should be worn by every man, of every occupation, in every land.

This accounting knowledge is to the business man what a knowledge of

navigation is to the mariner. He is not a safe navigator who does not at all times know the latitude and the longitude of his ship. And he is not a safe business man who does not at all times know his debit and credit, his resource and liability, his loss and gain, and his capital or insolvency standing. This knowledge is not inherent in man and cannot be determined by any amount of royal blood or by a knowledge of the sciences, the languages, history, psychology, law, or medicine; nor can it be determined by any equation of statesmanship, nor by any plus or minus quantity of genius, skill and adroitness in the realms of modern politics. It can only be possessed by a thorough knowledge of bookkeeping, which it is the special function of business schools to impart.

By advanced bookkeeping knowledge, the business man is prepared to direct and manage his business, and to avoid the shoals of misfortune, the rocks of bankruptcy, and the financial cyclones that periodically pass over our country, destroying millions of value.

*From an address of Dedication of the New Soule College, New Orleans, La., by George Soule.*



The above is O. A. Hoffmann, president of the Hoffmann's Milwaukee Business College. Mr. Hoffmann has had many years of experience in busi-

ness college work, and is in a position to view the commercial school work from a broad standpoint. An editorial has been received from him on business college work which should be of interest to all persons in commercial education, especially business college proprietors. We hope to have other editorials from Mr. Hoffmann, as well as from other business college men. These editorials will be timely and written with the intention of promoting commercial education.

## ANNOUNCEMENT

John O. Peterson, penmanship author and supervisor of handwriting, Tacoma, Wash., Public Schools, is a man of experience and ability among the workers in the cause of good penmanship.

Recently Mr. Peterson generously sent to The Business Educator a series of six articles, which undoubtedly required much care and thought in preparation. They are in the form of letters addressed to his teachers. The first installment appears in this issue. Penmanship supervisors, or, in fact, all persons interested in handwriting in the elementary schools will be interested in these letters. They contain Mr. Peterson's instructions and suggestions to his teachers.

Supervisors and teachers are requested to send similar material for our columns. The Business Educator should be a "Cleaning House" of ideas on all penmanship subjects. "By exchanging ideas we improve."

## SHOW CARD LETTERING

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Read Mr. Walker's article, "Is Long-hand Writing a Lost Art?", on page 18.

## THE BUSINESS EDUCATOR

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Students desiring criticism should send their copies with 10c each to Mr. James E. Brown, P. O. Box 1181, Boise, Idaho, each month. This is an excellent opportunity for you to secure high class criticism.

## LESSON FIFTEEN

Preliminary to this lesson practice for about fifteen minutes the straight line exercises given in lesson three. Then take up the figure work as outlined here. Note first the large retraced forms. You should make these forms as a means to learning the proper movement required. Make the forms a full space in height and retrace six times. Observe that the naught is nearly round. It is made wider than the small o, in order that it may be made at all times legible. The motion used in writing the naught is a lateral motion, in which the hands swings to the left and right, rather than down and up as in the small o. Notice that the upper part of 9 is exactly the same form as small a. Be sure to keep the 9 closed at the top. To make the 4 legible be sure to make a decided cross, otherwise it may look like a 7. In making the 1 it is best to come to a stop on the base line before lifting the pen.

1,1,1 4,4,4 0,0,0 7,7,7 9,9,9

[illegible]

## LESSON SIXTEEN

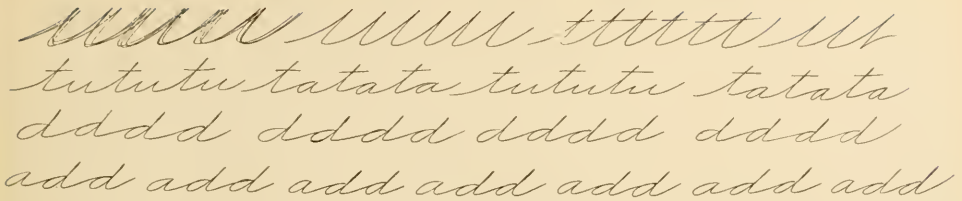
With the exception of the two commercial signs, this lesson is largely review work. The object is to develop the lateral swing, i. e., the "go" in writing which gives it a graceful and snappy appearance. This exercise should develop your ability to write long words without lifting the pen. There is much eye training here also. By persisting in getting the proper arrangement the eye will be trained in spacing and size. Write the "ua" copy on the line, putting four groups on the line, then turn your paper around and place the small o across the "a" exercise. Note the beginning and finishing strokes. Always lift your pen while it is in motion on a finishing stroke.

uauua uauua uauua uauua  
uauua uauua uauua uauua  
uauua uauua uauua uauua  
uauua uauua uauua uauua  
uauua uauua uauua uauua  
@@@@ @@@@ @@@@ @@@@  
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## LESSON SEVENTEEN

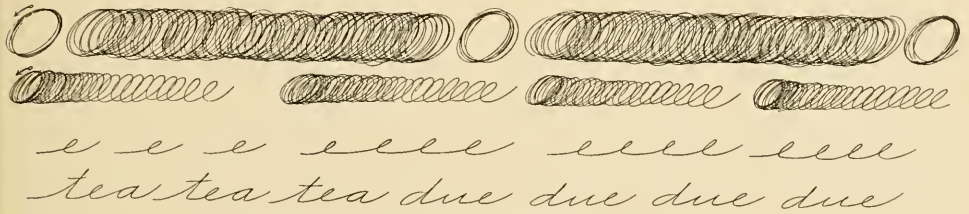
The straight line exercises predominate in lesson seventeen. Review them. The small t exercise shown in the first line of this lesson should be practiced, at first, a full space in height. Spend considerable time on the retraced exercise, retracing about six times. Aim to get all the down strokes on the proper slant. Compare the slant of these down strokes with the straight line exercises to see whether they correspond. The small t and d are made the same height. Do not make the cross strokes on the t too long, and try to keep it horizontal. Note that the lower part of d is exactly like a, the upper part of the small d is like t, though some penmen make a narrow loop here.





## LESSON EIGHTEEN

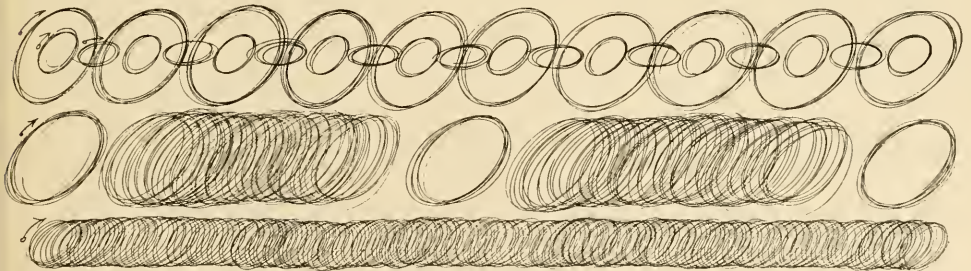
The object of lesson eight is the development of the small **e**. Supplementary movement drills are not necessary as enough drill is given in connection with the copy. Make your oval direct, and note the space in the second line. Start the oval in the second line one-half space high, making it, at first, compact and gradually widening the space as shown in the copy. The small **e** is much like the small **l**. Some penmen attempt to make the down stroke in the **e** nearly straight. Theoretically, this is correct, but in practice it gives the **e** a stiff appearance and retards the speed. Perhaps the best points to keep in mind are to be sure to make the small **e** large enough to harmonize with the other letters, and to avoid placing it too near the letter preceding it. In practicing this lesson, particularly the third line, be sure to get as much space between the letters as the author indicates.



## LESSON NINETEEN

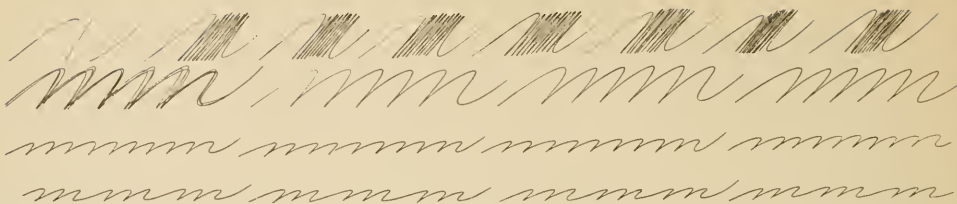
Up to this point we have been developing direct oval exercises, and letters. Here we take up the indirect motion as indicated by small arrows on the copy. There is usually a tendency to make the indirect exercises too slanting. Practice faithfully on the copies in lesson nineteen, making a real effort to get uniform lines. The tendency to shade the down strokes is very strong. It will be necessary to make considerable effort to maintain light lines and proper slant. The small coupling oval in the first line should be horizontal.

How about your position? How about your mental attitude toward your work? Are you really in earnest? Do you want to learn to write? You can learn to write if you really desire it, but you cannot drive yourself to the goal of good penmanship. You must lead yourself along by acquiring an interest and liking for the subject to the extent that you enjoy your practice.



## LESSON TWENTY

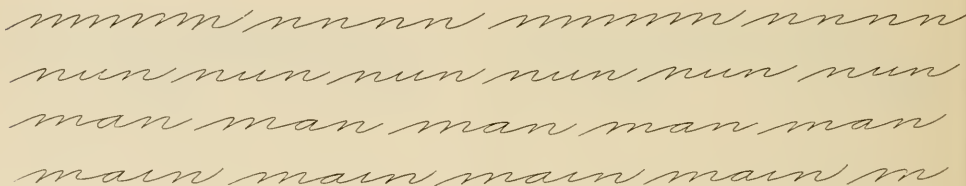
Stir up your enthusiasm and interest before starting this lesson. Get everything in good order, and start in earnest on the first line. It is one space high and is made up of letter principles; the left curve, straight line, and right curve. The second line should be studied closely. There are no principles in writing of greater importance than those shown here. Note that the up stroke is curved, and that the down stroke is straight. Make the down strokes uniform in slant. Since a curved line and a straight line cannot coincide, there is an opening at the top of the exercise between these principles. The third line should be made about the usual height for small letters. Note particularly the rhythm of the writing, and the pen should be taken in getting the space between the letters wider than the space within the letters. Note your pen lifting; it is the same everywhere. Lift the pen while it is in motion, which will produce a pointed or vanishing line.



## LESSON TWENTY-ONE

But little instruction is necessary here, as all the principles have been explained and practiced. These copies should be practiced with considerable speed and confidence. Now is the time to change from finger to arm movement. You should practice these exercises with "Simon Pure" arm movement. Watch your thumb joint; if it is quiet you are not using finger movement. If you cannot write these copies with the arm movement requiring little effort, you have not mastered all the preceding lessons. Skill in penmanship, as in other things, is not gained by little effort. It may take a thousand trials on a single exercise or letter before much improvement is noted, so don't be discouraged too easily. Intelligent practice will certainly produce results.

The author of this course is deeply interested in the progress of his students. If you will write to him, explaining your special difficulty, and inclose with your letter a specimen of your penmanship (both movement drills and letters) he will carefully criticise, with red ink, your copies and when necessary will write personal letter to you explaining any points necessary to help you. Inclose with your copies ten cents in stamps to cover the expense for this work.

**Business Penmanship**

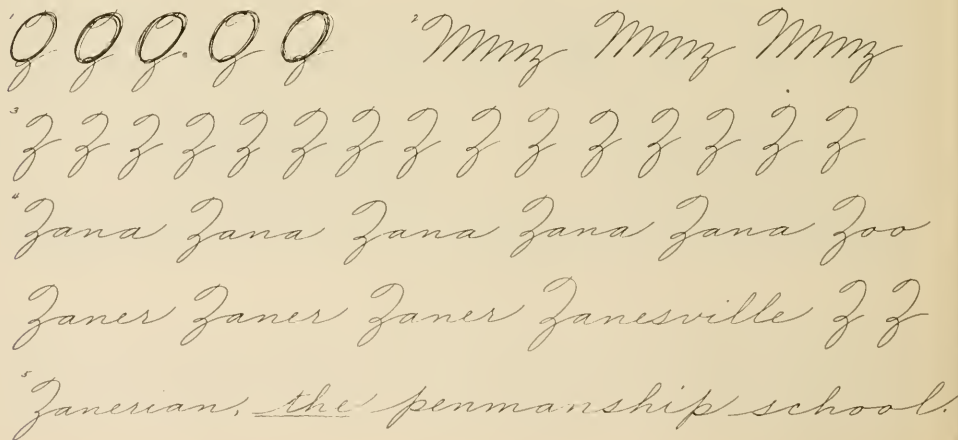
By OLIVE A. MELLON

Supervisor of Handwriting, McKeesport, Pa.

Send Miss Mellon two pages of your practice work with 10c and she will criticise and return your work.

## PLATE 25

- Drill 1. On the first count make the beginning loop; surround this with a one-space indirect oval counting 2, 3, 4, 5, 6. Make the middle loop that rests on the line on the seventh count and finish with lower loop on the eighth. Notice the three different sizes of loops in the letter Z.





Drill 2. Notice the graduate slope at the top of this exercise. This is difficult and requires much practice. Finish with small **z** on the eighth count. Use some push and pull movement when making this exercise or the spacing may be too wide.

Drill 3. The capital **Z** begins the same as capital **X**. Curve the down stroke considerably. The end of the middle loop must rest on the line. Notice the slant of this loop. The lower loop does not require much slant. Since this letter does not contain any angles, it is necessary to use plenty of movement and speed.

Drill 4. Practice the **Za** combination before you attempt the entire word. There is a tendency to make the **a** too high. Watch the **a** and spacing.

Drill 5. Practice the difficult words before attempting the entire sentence.

Drill 6. Notice that the first part of this small **z** exercise is made like **m** and ends like **z**. Try not to raise the **z** higher than the **m**. Keep all down strokes on the same slant and aim for uniform spacing. Write to the count of 1-2-3-4-5-6-7-8.

Drill 7. Make a long over stroke when beginning this letter. Bring the down stroke to the line, using a slant stroke. Do not form a loop on the line. Cross the lower loop on the line.

Drill 8. Write six words to the line and several lines of each word. Give special attention to letter **z**.

Handwritten practice for the letter **z**, showing various slants and combinations like **zinc** and **zone**.

# PLATE 26

Drill 1. You will notice that this capital **S** exercise is made two different sizes. The first a full space high and the second reduced a trifle. Make the capital **S** first and without lifting the pen, form the indirect oval at the bottom about half the height of the letter. This oval may be flattened somewhat, a little broader than it is high.

Drill 2. The capital **S** starts with a rightward curve. The downward stroke is a compound curve. Try to cross at half the height of the letter. Curve up at the bottom so as to give proper width to the letter. Notice that some of these letters have an angular finish. This style is sometimes preferred when connecting with another letter in word writing.

Drill 3. Start the capital **S** in these words with a swinging movement. Join the other letters with the same degree of speed. Arrange this block of writing in a neat manner.

Drill 4. See how gracefully you can write this signature. Can you write your own signature creditably? If not, it would be worth while to give it some attention.

Handwritten practice for the letter **S**, showing various slants and combinations like **Saxon**, **Susan**, **Seine**, and a signature **S. C. Ramsey**.

Drill 5. Make a line of the one-space direct oval. See that the ovals are all on main slant and that they are touching at sides. Extend the connected **o** exercise through the middle of these ovals, placing an **o** in the center of each oval. Notice the long connecting lines.

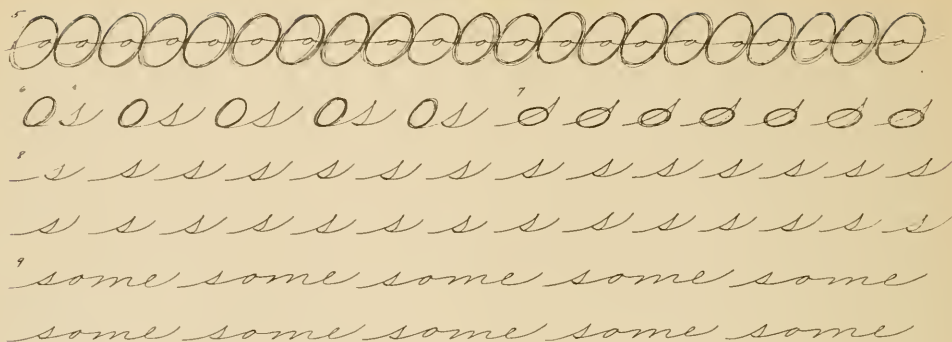
Drill 6. This exercise is made one-half space high. Make the direct oval and attach a small **s** the same in height. Keep both the oval and the **s** on the same slant. Count 1-2-3-4-5-6 for oval and 7-8 for **s**.

Drill 7. Form the small **s** first, about one-half space high, then finish with a small indirect oval about half the height of the letter. Count 1-2-3-4-5-6-7-8.

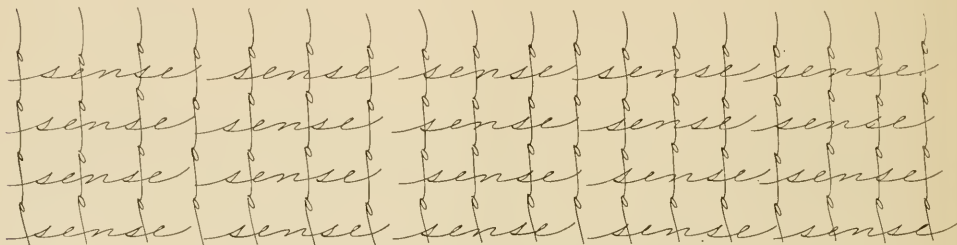
Drill 8. Curve the up stroke in this letter considerably. Place a shallow compound curve on the down stroke and make the bottom rounding. Count 1-2.

Drill 9. Write these words without lifting the pen. Practice carefully the **so** combination. Notice whether the round turns on **m** are all the same in height and slant.





**Drill 10.** This is the type of exercise where spacing and arrangement must be observed. Try to keep the same spacing between letters as well as between words. When doing the cross writing be careful to place a small o in the middle of each space. Notice the long beginning and ending strokes.



### PLATE 27

**Drill 1.** Make this capital **G** exercise one full space high. Be sure to make a long head or loop on this letter and do not extend the point too high. Count 1 for the loop, 2 for the point, 3-4-5-6-7 for the indirect oval and 8 for the angular finish.

**Drill 2.** It would be well to practice the capital **G** two spaces high at first. The loop part of the letter would cross under the middle line and the point would extend above the middle line. Remember the loop must be a little more than half the depth and the point a little more than half the height.

**Drill 3.** These capital **G's** are not made a full space high. Note the different endings.

**Drill 4.** Use a rocking-like movement for the connected **G's**. Aim to have each **G** the same in size. Count 1, 2, 3—1, 2, 3—1, 2, 3—1.

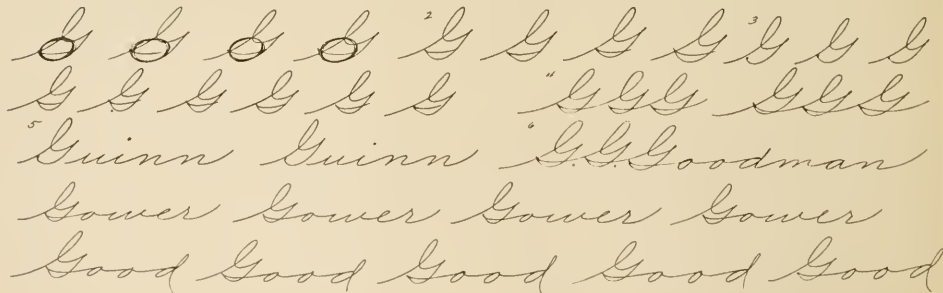
**Drill 5.** Try to keep the arm relaxed when writing these words.

**Drill 6.** Do not raise the pen when connecting the **G's**.

**Drill 7.** Begin the small **g** exercise the same as **a**. Use the push and pull movement on the down stroke. Form the lower loop last. Count 1, 2, 3, 4, 5, 6, 7, 8.

**Drill 8.** Count 1, 2, 3 for the **g**. Do not slant the lower loop too much. Cross the loop on the line. Make a free ending stroke.

**Drill 9.** Write five words to the line. Count 9 for each word.



<sup>7</sup> g g g g g g g g g g g g g g g g  
 gain gain gain gain gain g  
 gong gong gong gong gong

What we call our individuality in writing asserts itself when we withdraw our attention to details and write complete words as units. The excellence of our individual style will depend much upon our training and our mastery of the details of good writing through conscious effort.

Individuality can not be taught; we can only permit it to develop. We can't prevent it if we would. It is influenced by temperament, circumstances under which we write, and the kind and amount of writing we are obliged to do. It may be something of which to be proud or ashamed.

We should not be satisfied with mere individuality. It may, or may not, be desirable. The first essential is legibility—it must be easy to read. It must be pleasing in appearance too. Without these, individuality in handwriting is no more to be desired than the individuality due to being cross-eyed.

That are you not what you think you are is what tips the beam. When you find a picture of failure, you can almost invariably trace its sequel back to days of ineffective dreaming.

Another fine copy from F. B. Courtney

## Perfection

Aim at perfection in everything, tho' in most things it is unattainable; however, they who aim at it, and persevere, will come much nearer to it than those whose laziness and despondency make them give it up as unattainable.

- Chesterfield.

A B C D E F G H I J K L M  
N O P Q R S T U V W X Y Z

A. P. Meub

and  
James Blaser  
Columbus, Ohio.

This envelope was addressed by R. R. Lence, Kansas Business College, Wichita, Kans., and shows the kind of addressing he finds attracts prospective pupils. Few business college men can equal the above.





## ORNAMENTAL WRITING

By RENE GUILLARD, 1212 Elmwood Avenue, Evanston, Ill.

Send Mr. Guillard two pages of your practice work with 25 cents and he will criticize and return your work

manship can be used. Unquestionably the average person admires a well addressed envelope, therefore many schools have used it to good advantage in sending out advertising literature. The envelope on the preceding page shows the style used by a progressive business college.

**Mr. E. J. Dubois**, recently with Valparaiso, Ind., University, is a new commercial teacher in the Castle Heights Military Academy, Lebanon, Tenn.

**Miss Norma Byron** of Auburn, Maine, is a new commercial teacher in the High School at Livermore Falls, Maine.

**Mr. Earl N. Cardy** of North Attleboro, Mass., has recently accepted a position as head of the commercial try-out courses at the Revere, Mass., Junior High School.

**Miss Jessie I. Pithie** has been elected to teach commercial work in the High School and to supervise penmanship in the grades at Port Jarvis, N. Y.

**Miss Laura Wurtzel** of Lindsay, Neb., a recent graduate of the University of Nebraska, has been made Head of the Shorthand Department of Texas Woman's College, Fort Worth.

**Miss Eunice Wells** of Kalamazoo, Mich., is a new commercial teacher in the High School at Cicero, Ill.

**Miss Esther G. Sauter** of Turners Falls, Mass., is teaching commercial subjects in Kents Hill, Maine, Seminary.

**Miss Ruth C. Holden** of Fall River, Mass., is a new commercial teacher in The Colonial School for Girls, Washington, D. C.

**Miss Mary A. Quiter** is teaching shorthand and typewriting in the College of Commerce, Kenosha, Wis.

**Miss Margaret Long** of Wymore, Neb., is a new shorthand teacher in the Charles City, Iowa, High School.

**Mr. J. O. Wingard** of Columbia, S. C., is the new Principal of the Great Falls, S. C., Public Schools.

**Mr. Floyd T. Reynolds** of Amherst, Mass., has recently accepted a position as teacher of English at the Pennsylvania State College.

**Henry Maldaner**, last year with the High School at Charleroi, Pa., is now teaching commercial work in the North Union High School, Uniontown, Pa.

**Mr. E. J. Neighorn**, formerly commercial teacher in the High School at Three Rivers, Mich., has accepted a position with the J. M. MacTaggart & Newton Co., Auditors and Public Accountants, Detroit.

**Miss Ada Burnett** of River Falls, Wis., is a new teacher of shorthand and typewriting in the Vocational School at Madison, Wis.

**Mrs. Wilda B. Kinney** is a new commercial teacher in the High School at Grafton, W. Va.

**Miss Beulah A. Thayer** of Auburn, Maine, has been elected to teach commercial work in the Ashland, Mass., High School.

**Miss Esther Reisenbichler** is the head of the Commercial Department of the Tempe, Ariz., High School.

**Mrs. Mae Belle Allen** is a new assistant in the Commercial Department of Dickinson Seminary, Williamsport, Pa.

*J. A. Hastings,  
Harrisburg,  
Pa.*

*W. B. Adamson,  
Columbus,  
Ohio.*

*Marie C. Manning,  
Evanston,  
Illinois.*

Addressing envelopes is a very interesting study for it requires all the skill and knowledge of form, harmony, balance, arrangement, etc., that one possesses. Good addressing cannot be done without much thought. One should know at the beginning the exact

combination of letters he wants to secure. It is not necessary to join all letters; in fact, it is often more desirable to disconnect them, but to have them overlap each other.

Possibly addressing envelopes is the most profitable way ornamental pen-



## Penmanship Devices and Plans



Teachers are invited to contribute short, helpful methods and devices of about 250 words to this department. Pass your ideas on to others.



### LETTER WRITING

By Harold Foster Reed

Author of "Better Teaching"—Instructor of Penmanship, DeVeaux Military School, Niagara Falls, N. Y.

"Would you mind looking over a letter I have written? It is an application for a position."

Cadex X was a boy who did excellent work in penmanship, but after considering this particular letter I doubt if any employer would have engaged him. Not that the cadet had neglected the wording, but writing on unruled stationery was a new experience to him.

After your students leave school, what percentage of their correspondence will be done on ruled paper? How much time do we give to practice on unruled paper? Try to arrange your schedule so that you can give at least one day a week to writing on paper without lines. Have the pupils make a copy of the lessons in this month's B. E. on unruled paper. This also affords an excellent drill.

Many good writers have no skill in addressing envelopes.

In order to give practice in addressing envelopes, it is not necessary to use expensive envelopes. Cut up unruled paper the size of an envelope and this will answer the purpose. It would be well to have the pupils write addresses that are composed of many letters which would require careful spacing. Many upper grade and frequently High School pupils write too large. However, frequent drill will bring it down to a more approved and business-like size.

Good results have been obtained by having pupils correspond with students of other schools in your city, and in other cities. Correspondence between classes could be brought about by friends. If you are teaching, say, a sixth grade, secure some specimens of letter-writing from the fourth or fifth grade. Instruct your pupils that they are to make a marked improvement over the copy which has been given them, as they are "sixth graders", and

that it is an opportunity to prove that they really belong in the sixth grade.

Finally, encourage more letter-writing at home. Question the children. If they visit a relative or friend suggest that they write a "Bread and Butter" letter, and also explain how to word it. If Johnnie has received a birthday gift, encourage him to write a letter thanking the giver. If Mary's father is a traveling man, a few words on the part of any teacher would have Mary in regular correspondence with her father. There will arise numerous cases in almost any class that would require letter writing on the part of the pupil at home, and it remains for the teacher to see the opportunity and to call the pupil's attention to it. By taking an interest in the everyday life of her pupils, impressing upon their minds how and when to "say it with a letter", suggesting to them how they can apply what they have learned in the schoolroom, such a teacher will be giving her pupils a worth-while and most valuable experience in letter-writing.

### A WRITING CONSCIENCE

By Arthur G. Skeeles, Supervisor,  
Columbus, Ohio

Do our pupils have a writing conscience? That is, do they feel a pain when they write poorly? For conscience, as I understand it, is that inner device that gives us a pain when we do what we ought not to do.

Some pupils seem to be without such a device. They write poorly, even abominably, and whatever suffering is done the teacher must do herself when she tries to read the writing.

Conscience seems to be innate with all of us; but the things which it approves or condemns are determined by our environment and training. Therefore, if our pupils have no writing conscience, it is our fault, and our consciences should hurt us.

Some pupils have a writing conscience, but the pain it gives them is in the wrong place. They may be very

careful about writing with the correct movement, and their consciences would hurt them if they used their fingers, but they do not have a pain if the slant of the writing is irregular, or if their letters are poorly formed. These pupils have a conscience, but it is not properly trained.

This is the fault of us teachers, of course. Perhaps we have been guilty of saying to the pupils, "Never mind how your writing looks, just so you use the correct movement." I have been guilty of saying that to pupils myself; but I have quit. I don't think any teacher should ever say such a thing to a pupil. The looks of the writing is always important. Good movement is important, too, because it makes for good writing, and it is worth while to teach movement through exercises, and through practice on letters and words. But don't allow the pupil to lose sight of the importance of good letter-forms. Don't make his conscience tender in the wrong place.

How shall we secure in our pupils a tender and well-trained conscience? By teaching them the forms of the letters. The twinge of conscience comes when the act does not measure up to the ideal. If you don't know any better, your conscience won't hurt you; but if you do know better, then conscience will hold you to the best that you know.

Perhaps one reason for our indifferent success with some pupils is that they don't know what good writing is. Not knowing how the letters ought to be made, they have difficulty in making them. It is like shooting at a mark in the dark, when you can neither see what you are supposed to hit, nor tell whether or not you have hit it. How can such pupils possibly make a letter correctly, unless it is by accident?

Quite as important is the fact that such pupils have no inner incentive to improve their writing. Conscience does not scourge them for their poor writing, nor approve their good efforts.

Do your pupils know the alphabet? Have they a clear mental picture of the correct forms of the letters? You can easily test them. Ask them to write the alphabet of small letters, enlarging them until the minimum letters (a, c, m, etc.) are  $\frac{3}{4}$ -inch high (the height of the space between the ruled lines on writing paper). The extended letters are to be made in the same proportion. The pupils may follow any well-made alphabet as to forms of letters, height loops, etc.

You will probably find that not a single pupil in the sixth grade can make an alphabet that you would be willing to call good. If nine-tenths of your eighth grade pupils can make twenty or more letters correctly at the first trial, they are doing quite well. If half of the pupils in a High School or business college can make the entire alphabet in correct proportion, they are doing better than most classes I have seen.

It is worth trying, isn't it? I should be glad if you would write me about your experience with this test.

**Mr. E. A. Lupter,**  
**612 N. Park Street,**  
**Columbus, Ohio.**

L. L. Fields, Kassell Engraving Co., Chicago, addressed the above envelope in which to send an order for Zanerian Manual of Alphabets and Engraving. It shows a masterful command of the pen and a high ideal of form.



# MENTAL MEANDERINGS

By CARL MARSHALL

Route 1, Box 32, Tujunga, California

A century and a half ago, this country heard a good bit about the Rights of Man. Later on, we began to hear about the Rights of Women. We have now come upon a time when thoughtful people are beginning to focus their attention upon the Rights of Children. It is not so long ago, even in civilized lands, that the child was not supposed to have any rights at all. A man's children were his slaves or chattels, to do with about as he pleased. Kings could and did, order their sons or daughters to the scaffold, while the children of the common man could be sold into slavery or matrimony, or military service, or what not, at the whim of their parents. Until very recently, nobody thought of questioning the right of a parent to do about as he or she pleased with the child. The first serious denial of this right came with the adoption of compulsory education, in which Massachusetts, I think, took the lead. At first these laws were bitterly resisted, but it was soon seen by most people that they were the logical outcome of the free school system, and the accepted proposition that a free republic can not be carried on by an illiterate people. Now comes another step in securing the right of a child to a square deal in life. This is the proposed amendment to the Constitution providing that children under fourteen years of age shall not be hired out by their parents to work in factories or other gainful occupations. It should be understood that the amendment does not forbid children to be employed at reasonable work in their own homes, nor is it likely to forbid the apprenticing of a child in order that he may learn some useful trade.

But the significant thing in these laws for the protection of the child is the principle they involve, that the control of the child is fundamentally in the State, rather than in the parent. In other words, that, as embryonic citizens, the children have rights that must be respected, the same as the rights of grown-ups. We have reached the end of the regime that made children the mere chattels of their parents. The father and mother are guardians, not masters or owners, and the child is a citizen, not a slave.

**The Fool Hath Said** On a morning last spring one of my little pupils brought to my desk a tiny sprig of live oak that had caught her observant little eyes as she fared her way to the school-house. At the end of the sprig where the terminal bud should have been was a fuzzy little egg-shaped contraption, cinnamon brown in color, that looked not unlike the cocoon of a miller, which, at first, I thought it was. But further exami-

nation showed that the queer little thing was vegetable, not animal, in its growth and structure, in fact, a part of the tree itself, but quite unlike any other part. It was not a bud of either leaf or flower, and bore not the slightest resemblance to the immature acorns that were beginning to appear on the other branches. Cutting through the fuzzy outside, and into the soft green tissues beneath, I found at the center, a cozy little chamber, in which reposed a tiny larva about the size of a flea. It had hatched weeks before, from an egg not so large as the dot of an i, and laid by a tiny four-winged fly the size of a small mosquito. Obviously, the big tree had formed a partnership with this frail insect and had acted as architect and builder in erecting the dainty palace in which its baby was housed. Just how did it happen that the great oak had gone to all this trouble for the silly little gall gnat? What was the mysterious virtue in the microscopic drop of formic acid, that the gnat had injected into the responsive tissues of the oak when the egg was laid, which had wrought such revolution in the cell-growth of the tree? Not a million chemists with all the reagents known to all the laboratories of earth could have induced the tree to work such a miracle.

A few days later, the same little girl brought me another gall-gnat home culled from the same oak. This one was cone-shaped, a half inch or so in length, pale purple in color, and instead of fur, was covered with a shiny coating something like shalac. It was as unlike the first one as a Carnegie library is unlike a hay-stack, but like the fuzzy one, it had a tiny larva within, differing somewhat from the other, and its pantry was packed with a mass of sweetish food cells, quite different from those provided for the other larva. How came it that the oak tree provided so discriminately for the housing and food of these baby gall-gnats. The scientific explanation doubtless lies in the varying chemistry in the tiny glands of the two mother insects, but there must be a reason lying beyond this.

We are not allowed to teach religion in the public schools, for that would be an unwarranted invasion of the "rights" of the atheistical tax-payer; nevertheless, I asked the children whether they thought all this wonder "just happened". And the little maid who had brought in the galls, said soberly: "I guess it must have been God." I wonder if any evolutionist, or any one else can improve on that answer.

**Life Is Not Fool Proof** Not long ago, a broken old man came late at night into a cheap San Francisco hotel, engaged a room, asked for

and received a sheet of paper, and then sat down to write. A half hour later a pistol shot was heard, and when the night clerk investigated, he found the old man's body crumpled up on the floor, and the sheet of paper on the wash-stand with a dozen lines scrawled on it. The writer said that he was penniless, worn out and old, out of a job, and without family, or friends, or place to lay his head. There was nothing more in life for him, so he might as well get out of it. Whereupon a certain vivid editorial writer of national fame, used the pathetic news story as a text for a dissatisfying paragraph denouncing a "brutal and heartless" civilization, whose conditions admit of such happenings. Workers, he said, who have all their lives served the "Moloch of greed" are cast away like a worn-out tool, or made to starve and die like a broken-down horse. Apparently, our writer would have us feel that the improvident derelicts of life who have wasted the time and substance of their youth and made no provision for the coming of old age, should be insured against the consequences of their wasteful folly and lack of foresight, by being provided with a comfortable and sumptuous old age, at the expense of the rest of us. The idea that our civilization is "heartless and brutal" because it fails to spread a bed of roses for those of the dissipated and thriftless who have made a mess of their lives, is a popular form of sentimental and unsocial nonsense, for the consumption of people with more emotion than brain. As a matter of plain truth, our civilization is neither brutal nor heartless, and it has dotted the land with free hospitals and old people's homes where even the improvident are at least protected against want and remedial physical suffering. But an attempt to provide a comfortable and luxurious old age for those who have not deserved it by their own efforts would be a mistaken benevolence. It would be merely to put a premium on thriftlessness and lack of self-control by people of the "I-should-worry" breed. There is not, and should not be any haven of old-age comfort for those who refuse to play the game of life according to the rules. Not so long ago, the shiftless beggar was allowed to starve and die on the highway. We are happily past that cruelty in our "heartless and brutal" civilization. Even the idlest profligate is not allowed to starve. But the loss of self-respect, and sense of deserved failure that haunts the old man who has made wreckage of the golden days of his youth, is a bitter bread that no alms-house or palatial old people's home can save him from. And I suspect that it was this that tortured the old man in the cheap hotel to put a bullet through his foolish brain, rather than hunger or other suffering which he could have had assuaged by applying to the nearest policeman. His tragedy is not an indictment of society; it is rather an ominous warning to the shiftless or the profligate who are going his way.





## NATIONAL COMMERCIAL TEACHERS FEDERATION

Just over the line in Dixie this year at  
Louisville, December 29, 30, 31

Ever since the twenty-sixth annual meeting of the Federation closed at Chicago last December, the new officers of the federated body and of the department, together with a live-wire local committee, have been working for the success of the coming meeting.

The program is largely in the hands of the Louisville local committee, and they have promised us the best that the state of Kentucky affords, intellectually, socially and gastronomically. That's going some, isn't it?

President Dowden of the Private Schools Department has provided a program with speakers from fourteen different states, and they speak upon topics of interest to private school owners and to all teachers of commercial subjects. The private commercial school is here to stay, don't forget that. It may change in the years to come, but it has its place and it will keep it and grow better.

President Kirker of the Public Schools Department has a dozen topics in his program, every one of which should be of interest to any high school commercial teacher. These subjects will be discussed by successful teachers in the best high schools in the country from New York to Texas.

Jay W. Miller, the live-wire at the head of the Business Round Table has dished up a menu of more than a score of up-to-date topics presented by as many persons from public and private schools and from close contact with actual business.

Then there is C. A. Balcomb of the Shorthand Round Table. He must be "loading up for bear." His program is likely to come along any minute now with enough of good things to make you glad for a year. I can't tell you all now, I must have something for the next issue.

Make up your mind, right now, that you will treat yourself to a Christmas present of three glorious days at Louisville and at this convention. Send me your membership fee and save time at the meeting. John Alfred White,  
General Secretary.

## NATIONAL COMMERCIAL TEACHERS FEDERATION PROGRAM

Sunday Evening, December 28

Special Service in one of the Louisville churches Monday, December 29.

8:00 a. m. Registration.  
10:00 a. m. Federation Meeting.  
Address of Welcome by the Mayor.

Response,  
President's Address.  
12:00 m. Special Luncheons as groups may desire.

1:30 p. m. Department Meetings.  
3:00 p. m. Round Table Meetings.  
6:00 p. m. National Asso. of Accredited Commercial Schools.  
6:00 p. m. National Association of Vocational Schools.

8:00 p. m. Gregg Asso. Meeting, or others that may wish to hold meetings.

Tuesday, December 30

9:00 a. m. Federation.  
Two Addresses.  
Business Meeting, Election of Officers.

Voting at next place of meeting.

12:00 m. Special Luncheons as groups may desire.

1:00 p. m. Round Table Meetings.

3:00 p. m. Department Meetings.

6:00 p. m. Federation Banquet.

Address.  
Social.

Wednesday, December 31

9:30 a. m. Round Table Meetings.

12:00 m. Federation Luncheon.  
Inauguration of Officers.  
Address.  
Closing.

## Private Commercial Schools Department

Monday, December 29

12:00-1:30 Business College Managers' Luncheon.

### Suggestive Program

Advertising—A. L. Walters, Littleford School, Cincinnati, Ohio.

Public School Relationship—A. F. Tull, Detroit Business Institute, Detroit, Michigan.

Managers' Relation to the Business Public—B. F. Williams, Capital City Commercial College, Des Moines, Ia.  
Value of Dinner Club Membership—John O. Gill, Rider College, Trenton, New Jersey.

1:30 p. m. President's Address—W. M. Dowden, President, Lansing Business University, Lansing, Michigan.

What Does the Future Hold for the Business College—L. P. Southern, Southern Brothers, Fuzazzi School of Business, Lexington, Kentucky.

Discussed by—

P. S. Spangler, President, Duff's Iron City College, Pittsburgh, Pa.

W. N. Watson, Lincoln Business College, Lincoln, Nebraska.

Is the Private Business School Holding Its Position in the Educational Field?—

H. E. Porter, President, Jamestown Business College, Jamestown, N.Y.  
L. R. Brandrup, Mankato Business College, Mankato, Minnesota.

Tuesday, December 30—3:00 p. m.

A Suggestive Course of Study for the Business College—J. Herbert Snyder, Spencerian Commercial College, Louisville, Ky.

Discussion by—

M. E. Davenport, Davenport Business Institute, Grand Rapids, Mich.  
Miss Alice V. Wylie, Office Training School, Memphis, Tennessee.

How the Teaching of Salesmanship Can be Made Profitable, as a Course, As a Requirement in a Course—W. E. Douglas, Goldey College, Wilmington, Delaware.

Discussion—

J. F. Fish, Northwestern Business College, Chicago, Illinois.

F. L. Dyke, Dyke School of Business, Cleveland, Ohio.

(Continued on page 19)

## NATIONAL ASSOCIATION OF PENMANSHIP SUPERVISORS Officers 1924-1925

Miss Ella M. Hendrickson, President, Lakewood, Ohio.  
Frank J. Duffy, Vice-President, Duluth, Minn.  
H. C. Walker, Secretary, St. Louis, Mo.  
Arthur G. Steeles, Treasurer, Columbus, Ohio.  
Elmer G. Miller, Chairman Executive Committee, Pittsburgh, Pa.

## IS LONGHAND WRITING A LOST ART?

H. C. Walker, St. Louis

Every supervisor and teacher of penmanship has felt in recent years the depression, caused by the feeling, quite prevalent, that longhand writing is no longer needed.

What ground is there for this impression, and where is its source? Looking back to my boyhood days, I recall that there were but a few subjects requiring writing, and that the pupils were allowed plenty of time in which to do their writing. I am fully convinced that the children of today have from one-third to one-half more writing to do in their school work than the children of thirty years ago; yet we frequently hear it said that penmanship is a "lost art."

Pray, tell me how an art as much in evidence, and as useful as penmanship can be a lost art? If, upon visiting the school rooms of the present day, we were to find the desks filled with typewriters, and the children of all the grades taking notes in shorthand, we might safely conclude that longhand writing was a lost art. On the contrary, there never was a time when penmanship served a more useful purpose in schools, and never a time when this subject was more skillfully taught, than at present.

The impression that longhand writing is no longer needed is due to the introduction into business establishments of typewriters and adding machines. That the presence of these machines has greatly reduced the volume of longhand writing, no one denies; but it should be taken into consideration that of all the graduates of public and parochial schools, who are employed in business positions, not a large percentage of them operate typewriters and adding machines. Therefore, the demand for good quality, where longhand writing is needed, is as great as ever. The child while in school has no means of knowing that the position he is to fill in the business community will be one in which typewriting only is done. He should be qualified to do good longhand writing in case it is demanded of him.

A few months ago I visited personally fifty-four St. Louis business men to learn, among other things, the present day demand for longhand writing in business. I was prompted to do this because of the utter indifference of some principals and teachers to the subject of penmanship. I found among business men almost no trace of the feeling that typewriters and adding machines had supplanted longhand writing. That good penmanship still has a very important place in business was the opinion of practically all of

(Continued on page 29)



## To My First Grade Teachers

By JOHN O. PETERSON,

Supervisor of Handwriting, Tacoma, Wash.

To recognize a letter your pupils need only know its general shape. To read a word they need not even recognize all the letters in it. These statements are equally true whether the letters be in type or script form. They apply to reading, not to writing. Your pupils' ability to read print does not imply their ability to make all the letters without models before them. Their ability to read script does not mean that they can write all the words read.

When your pupils write a word they must visualize each letter much more clearly than when they read it. You and I may not need to do this. Our muscles may have acquired the habit of making all the letters in a word at the suggestin rather than the direction of our minds.

Did you ever try to write a word upside-down? Try it, and you will go through some of the same processes as your pupils must when you present a new letter or word to be written. But you will have this advantage—you already know the shapes of the letters and have learned to make them in one position. If you try this just before

you give the next lesson your presentation will, perhaps, be much more clear.

First Grade A pupils ought now to be able to write all letters, small and capital, from memory. Can your pupils do this? They probably can not. They should now, or very soon, be able to write phrases or short sentences; visualizing each word and writing it with one continuous movement. We have eliminated pencil writing during the first year in order that we might have time to teach these things thoroughly at the blackboard.

Nearly all your pupils who can visualize the letters clearly can write them clearly. If the supervisor has one general criticism of the work of first grade teachers it is that they do not use the writing books enough. Too often he finds you send pupils to the board without the books and without any other definite copy to be visualized before it is written.

Writing is one of the most important things taught in the first grade. Even those who make the time allotment agree with this statement. Writing comes early into use as a means of expression. If we expect our pupils

to write a certain way we must give them an opportunity to learn to write that way first. The better your pupils learn the forms of the letters and the movements with which they are made at the board, the more rapid will be their progress in the second grade. In that grade they will be asked to use a pencil with a rather complicated movement.

### NATIONAL COMMERCIAL TEACHERS FEDERATION

Public Commercial School Department  
Monday, Dec. 29—1:30 to 3:00

(Continued from page 18)

- (Twenty minutes for each speaker)
- "The Class Method of Teaching Book-keeping"—Miss Elizabeth Baker, Commercial High School, Atlanta, Georgia.
- "Retail Selling"—Miss Helen Haynes, Emmerich Manual Training High School, Indianapolis, Indiana.
- "Should Accounting Be Taught in the High School?"—Mr. L. E. Terry, Central High School, Kansas City, Missouri.
- "Teaching Commercial Arithmetic in the High School"—Mr. J. Clarence Howell, Detroit High School of Commerce, Detroit, Michigan.

#### Discussion:

- Tuesday, December 30—3:00 to 4:30**  
(Twenty-five minutes for each speaker)
  - "Standardized Tests in Typewriting and the Supervision of Typewriting Instruction"—Mr. Paul Lomax, Assistant Professor of Commercial Education, New York University.
  - "Duties of Directors of Commercial Work in the City"—Mr. I. R. Garbutt, Director of Commercial Education, Cincinnati, Ohio.
  - "Commercial Contacts for Commercial Teachers"—Mr. E. D. Kizer, Forest Avenue High School, Dallas, Texas.
- Discussion.  
Election of Officers.

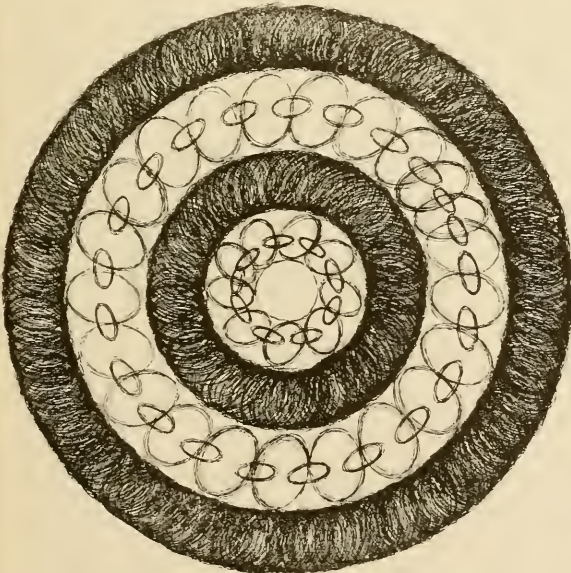
#### PROGRAM

##### Business Round Table

Monday, December 29—3:00 p. m.  
(See page 7 of October Business Educator)

On July 11 and 12 a Conference on Commercial Teacher Training and business in general was held in the Bowling Green Business University, Bowling Green, Kentucky, by the United States Bureau of Education, Washington, D. C., with Dr. Glen Levin Swiggett, who called the conference, presiding. It was one of the most successful and largest attended of any of similar conferences that has been held in the United States. Many prominent men were on the program and many delegates joined in the discussions, making the program very interesting and instructive. New impetus was given commercial education in the South. It is probable that this will become an annual event.

Some very neat and skillfully written cards have been received from J. R. McAllister, 50 Gill St., Columbus, Ohio. Mr. McAllister is turning out high class work. He recently notified us that a nine pound boy arrived at his house.



The above oval exercise design was made by John Bridges, a pupil of Oba P. Garrett of the Brantley-Draughon College, Fort Worth, Texas. Mr. Garrett states that he finds these drills keep students more interested and help to get better results. He requires one to be handed in on examination days every four weeks. Some students hand in a dozen instead of one. Such material requires very careful practice, which is needed in working on letters and writing words.



## IMPROVING CONDITIONS

By O. A. Hoffmann, Pres. Milwaukee Business College

To perpetuate the Business College should be the aim of all earnest men engaged in this noble profession.

Since the introduction of commercial courses in the High Schools, it appears that the business colleges in the larger cities are surviving the competition, although the commercial departments in the larger cities are more advanced, and do not supply the business school with as much of their products as formerly. For another reason, owing to the school laws requiring young people to attend Continuation Schools until 17 and 18 years of age, it affects the city attendance in the larger cities. As a result, the larger business schools are securing patronage from the rural districts. On the other hand, the schools in the small towns are losing considerable of the patronage they enjoyed in the past. However, this is mainly due to the employment conditions, and the High School graduate not being able to secure immediate employment upon graduation naturally looks elsewhere for this assurance.

In reviewing conditions and comparing them with that of ten or more years ago, we find that there is a greater scarcity of good competent teachers. It appears that this is mainly due to the High Cost of Living,—teachers cannot remain long enough in the Commercial Department of Normal Schools or those making a specialty of supplying teachers. Hence, they are inefficient and not capable of giving the right kind of instruction demanded by business houses, who have no use for the incompetent and unreliable stenographers and bookkeepers that are flooding the market today, in about the same proportion that we find the teachers do not measure up to the standard.

If the handwriting of the applicants indicates in a way the same superficial training in Bookkeeping, Shorthand, and other Commercial Branches, it is a reflection which plainly shows a very low standard.

The main trouble all around is a lack of experience.

It seems, to the writer, that every business college proprietor should at least endeavor to engage one stenographer, for his personal use, and train that product of his to be able to hold a position of trust and responsibility, and as soon as competent, to place him or her in a satisfactory position, and then employ another one or two for the same purpose.

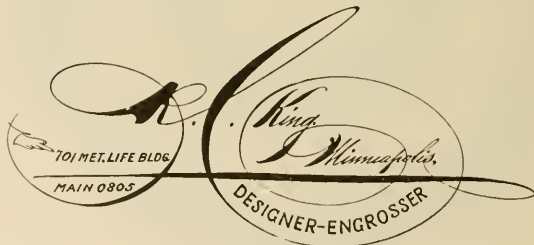
For some reason or another, teaching Shorthand and Typewriting in the school-room, even by the best of teachers, does not necessarily make capable stenographers and typewriter operators—they lack the necessary "something" to bring about the finishing touches.

Today, the up-to-date business college has a Secretarial Department, but, there are still a great many business colleges that are satisfied to do business in the same old way.

(To be continued)

## In Our Garage.

"A boiler and a kettle lid,  
Some plates that Maggie broke and hid,  
A chopping block, a knuckle bone,  
A phonograph that doesn't phone,  
Some lingerie that lingered long,  
A mattress with the mat all gone,  
A bustle out of grandma's trunk,  
A rat trap and some other junk,  
A demi-john of faint bouquet  
(Sweet hundred-proof of yesterday.)  
The sticks and tail of Johnnie's kite,  
A table lamp I dropped one night,  
Tomato cans of Cud Lang Syne,  
A hundred feet of washing line,  
One pair of pants (demobilized),  
One garden hose (derubberized),  
Gas fittings from a former age,  
One rocker, one canary cage,  
A riblick and a baseball bat,  
A bedstead and a broken slat,  
The box in which the rabbit died,  
The bike that mother used to ride,  
Of many things a sundry crop—  
All but the car—that's in the shop."



Lettered by R. C. King, the penman and engrosser of Minneapolis, whose flourish evidently does not always work as well as his pen.



*W. J. Ahrens* *A. C. Martin*

By G. S. Korell of the Office Training School, Columbus, Ohio.

*James D. Todd*

*Resolutions. Handsomely Engrossed*  
*Salt Lake City, Utah*

*Sickels Alphabet*

**A B C D E F G H I J K L M N O P Q R S T U V W X Y Z**

**a b c d e f g h i j k l m n o p q r s t u v w x y z**

**1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100**



# Over Eating is Unwise

If you would live long, happy and healthfully, and reach the highest in penmanship, you will do well to eat sparingly and carefully. Light foods such as fruits and vegetables may be better for you than meats and other heavy foods which are hard to digest.—E. A. Lupter.

If you have a school for sale or desire a position, advertise in **THE BUSINESS EDUCATOR**. It gets results.

R. S. Collins, the veteran penman who recently spent several years in making a trip around the world, is now touring America. A card from him recently contained greetings from Alaska, and stated that he expected to visit Seattle, Spokane, Yellowstone Park, Salt Lake City, Denver, Kansas City, and many other places before January 1.

The mintage of wisdom is to know that rest is rust, and that real life is in love, laughter and work.—Elbert Hubbard.









In this hook an effort has been made to present the essentials of English grammar in a manner as free from technicalities as is consistent with clearness and conciseness. A distinction is made between the fundamental laws of language, which are basic, and the rules of grammar, that are the outgrowth of custom. The author has tried to humanize his subject, and, as far as possible, the atmosphere of the class-room is retained, and the lessons are presented from the point of view of the living teacher in the presence of his class.

**The Business Letter-Writer's Manual,** by Charles Edgar Buck. Published by George H. Doran Company, New York. Cloth cover, 232 pages.

For students and those in business who seek a convenient, practical and really useful reference book in creating better business letters.

If you wish to begin a letter forcefully close a letter resultfully, cut out the fatal deadwood, make every word count, use 20th century letter forms, and if you wish to do a hundred other things that will place your letter-writing in a class by itself, this book will help you to accomplish these very things.

**Karam Shorthand,** by A. Karam. Published by Karam Publishing Co., Oklahoma City, Okla. Cloth cover, 63 pages.

The Author states that he has found after years of practice and practice that longhand letters can be written just as quickly as the hieroglyphic characters, with the exception of m, w, q and y, which are not often used in Karam System.

The Author claims that the system is short and complete, easy to learn, easy to write and easy to remember; also that there are hundreds of successful writers using it throughout the country, and that many good schools in the Southwest are teaching it.

It is also claimed that several records have been established in speed and accuracy; that the average person with a common school education can master the System successfully in thirty to sixty days; and that the writing of this system will improve one's penmanship.

Commercial Dictation The Author states is taken on an average of about one and one-half longhand letters per word; easy court testimony is taken likewise. More difficult matter is taken on an average of less than one and one-half longhand letters per word.

Mr. Karam will be glad to send interested persons literature and other facts. He desires all interested persons to investigate.

**Economic Geography,** by R. H. Whitbeck and V. C. Finch of the Department of Geology and Geography, University of Wisconsin. Published by The McGraw-Hill Book Company, Inc., New York. Cloth cover, 558 pages.

The book covers agricultural geography, industrial geography and commercial geography. It represents that type of information which give the buyer of raw materials a knowledge of the conditions of their production, the conditions which give them their special qualities; information which explains to the seller of goods how to delimit geographical regions for sales campaigns; information on the resources, methods and limitations of foreign competitors needed by manufacturers, farmers and financial executives. In addition to these practical helps, the book supplies a geographic background against which general business may be viewed and a sound outlook upon the factors which limit trade and production.

**Financial Organization and Management,** by Charles W. Gerstenberg, Ph.B., J. D. Published by the Prentice-Hall Company, New York.

How to handle the financial end of a business is the subject covered in this volume. It describes the actual methods followed in working out a financial plan for a new enterprise and carrying out an effective financial policy for the established business.

The practical information here given includes much that has never appeared in published form before. The book contains many special charts and illustrations.

**Making Business Advancement Sure,** by William Marvin Jackson. Published by Frederick A. Stokes Company, New York. Cloth cover, 140 pages.

The fifty vigorous talks presented deal with the very real advancement problems of young workers. Free from any taint of "preachiness," the direct, straight-from-the-shoulder discussions will clear the way for intelligent action sure to have important results.

Inspiration without application is worthless; accordingly, Mr. Jackson has contrived really to make each the immediate application of every suggestion, every principle, set forth. Herein lies the great value of the book. Self-expression is required, and can be attained in one's common, everyday tasks.

After studying thousands of employees and noting their individual drawbacks to success, Mr. Jackson prepared this system of self-development in a way that will be helpful to all ranks from department heads to office boys or girls.

It is a stimulating book, in which every page presents new ways and means in so practical a way as to be interesting as well as helpful to a worker who is eager to learn and to do.

It is an excellent book for any young person.

**Habit Clinics for the Child of Pre-school Age,** by D. A. Thom, M. D. Published by the Washington Government Printing Office, Washington, D. C. Paper cover, 71 pages.

This report, which has just come from the press is written by Dr. D. A. Thom, Director of the Habit Clinics of the Community Health Association of Boston, and also Director of the Division of Mental Hygiene in the Massachusetts Department of Mental Diseases.

Among the conduct problems considered are: temper tantrums, shyness, enuresis, delinquency, destructiveness, refusal to eat, and acute personality changes.

**Essentials of Business Arithmetic,** by George W. Miner, Fayette H. Elwell, and Frank C. Touton. Published by Ginn & Company, Boston. Price \$1.20. Cloth cover, 266 pages.

In the development of the individual topics the authors have taken particular care that the introduction to the topic shall be simple in language which is not too technical. Completely solved examples are given in the introduction to each new topic, and particular emphasis is placed upon a solution which shall conform to up-to-date business procedure. The illustrations of the various business forms and records have been chosen to show their principles and uses and also to serve as models to the student for the neat and orderly arrangement of his own work.

It is the authors' hope that, while this text is organized about the solution of business problems, it may also serve to spread valuable information about up-to-date business methods.

This text provides ample material for a semester course. The entire membership of any class should normally not be required to solve all the exercises in each of the several lists. For a more extended course, "Business Arithmetic," by the same authors, provides the needful additional material.

## EDWARD C. MALLS

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Tyler Commercial College TYLER, TEX.

# Spencerian School Pens

Spencerian Steel Pens are the best for schoolroom use because they outwear any two ordinary pens. They retain their smooth-writing points longer against the misuse and hard wear that children put upon pens. Children become better writers quickly with these good tools.

For more than half a century Spencerian Steel Pens have been the standard for school pens. Twelve school pens—three of each number—and our handwriting booklet by mail on receipt of ten cents. Please mention this publication.

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No. 1—College, fine point;

double elastic.

No. 2—College House, excellent for bookkeeping.

No. 3—School, fine point;

semi-elastic.

No. 4—Intermediate, fine point; strip action.

No. 1 No. 5

## ONE HUNDRED WRITING LESSONS

By H. W. FLICKINGER

A very valuable work for all who wish to become finished professional penmen a work every penman or person interested in penmanship should have. Mr. Flickinger has long been recognized as one of the leading penmen and teachers of America,

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## WIATT KNOWS HOW TO GET RESULTS

R. E. Wiatt, Supervisor of Writing in the Los Angeles, California, schools, conducted a summer session in the University of California of but five weeks of forty-five minutes daily, and we recently had the privilege of examining the first and last specimens prepared by a number of persons who composed his class. Practically every one of the specimens we examined shows marked improvement, and many of them show unusual progress. In fact, some of them have such a free and easy swing in their work, and such legible forms, that one might suppose them to be special teachers of penmanship. Twenty-four of the class were granted the Zaner Method Teachers' Certificate.

Again we state that Wiatt knows how to secure results.

C. J. Potter, Supervisor of Writing, Hammond, Ind., recently sent in a fine lot of specimens. Many of his pupils have been granted Zaner Method Certificates. Mr. Potter is an excellent writer, and is securing very fine results.

Mr. John S. Griffith, penmanship instructor of the Englewood Business College, Englewood, Ill., who conducted a course of lessons in the Educator last year, presents us with a copy of the "Ink Pot," which is the publication of his school.

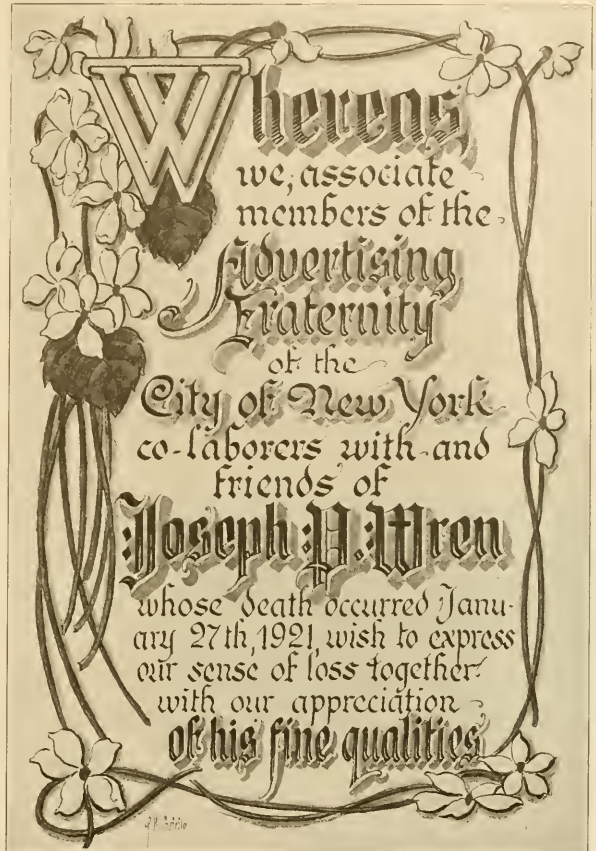
Therein we found the following: "A recent report from Zaner & Bloser of Columbus, proves conclusively two facts: first, that the Zaner Method, such as we strive to teach, is a progressive, sane, and result-getting method; and, secondly, that our students are striving to derive from that teaching all that they can."

R. J. MacLean, President of Detroit Commercial College, has been reappointed chairman of the Inland Waterways Committee by the Detroit Board of Commerce, of which he is director. Mr. MacLean's efforts in endeavoring to improve Detroit as a port indicates that he is not only wide-awake in Commercial Education, but in civic affairs as well, which accounts for his success as a business college man.

Roland W. Rand, recently head of the Commercial Department of the Danbury, Conn., High School, is a new commercial teacher in the Bryant & Stratton School, Boston. Mr. Ernest Dudley of South Norwalk, Conn., will take Mr. Rand's place as head of the Commercial Department at Danbury.

W. C. Forney, a recent graduate of Temple University, Philadelphia, will teach the coming year in the Easton, Pa., High School, as head of the Commercial Department.

A photograph of some very beautiful cards has been received from Frank A. Krupp, Fargo, N. D. Mr. Krupp is quite a penmanship enthusiast, having started a number of young men as professional penmen. He is bubbling over with penmanship enthusiasm and does magnificent work himself.



This specimen of engraving by P. W. Costello, Scranton, Pa., shows how attractive border designs can be made from flowers, leaves, etc. Very beautiful and appropriate designs can be made for resolutions, memorials, etc., in this fashion, but where possible the design should agree or be associated with the wording or the occasion.

Good ideas can be secured by studying postal cards and books. Of course, to get the most beautiful color, study the original flower or object itself. The flowers above were beautifully colored in purple and green. Unfortunately the delicate purple did not photograph, which makes the flowers look white. The letter "W" was also in two shades of purple with a reddish background. The purple flowers in the original stood out plainer and the green leaves and green stems did not show up quite so dark. Much of the beauty has therefore been lost in the reproduction.

J. A. Buell, Penmanship Teacher in the Minneapolis, Minn., Business College, during the past sixteen years has trained hundreds of students in penmanship. One thousand six hundred and eighty-three of his pupils in that time have won Business Educator Penmanship Certificates. That is an average of one hundred and five certificate winners each year for a period of sixteen years. That is a record which possibly no other penman has equalled.

Miss Ethel B. Smith of Whitinsville, Mass., is a new shorthand teacher in the High School at Southbridge, Mass.

Mr. D. W. Weisel, former student of the Zanerian, is now teaching handwriting in connection with other subjects at the Penhale school, East Youngstown, Ohio. Mr. Weisel formerly had charge of the Handwriting in the school of Mahoning County.

J. C. Shearer, Philadelphia, Pa., who taught penmanship for a number of years and who is now Chief Clerk in the Lehigh Railroad, visited the Zanerian and B. E. office.



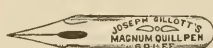
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## BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

**English Manual for Business**, by Robert Winternitz, Planning Department, Wm. Filene's Sons Company, with the collaboration of Paul T. Cherrington, Marketing Adviser, J. Walter Thompson Company. Published by A. W. Shaw Company, Chicago, Ill. Cloth cover, 96 pages.

This manual is designed especially for the business executive who is anxious to improve the quality of his written English. Briefly, it outlines the principles of applying good English to business and deals with the fundamentals of sentence structure, punctuation, grammar, spelling and connectives. Special attention is given to the common forms of business writing, including letters, advertising copy and reports.

Many written business messages fail, and fail essentially, because they are vague, incomplete, forbidding in form, difficult to read and more difficult to understand. This book shows especially how to keep clear of these errors. It tells what expressions should be avoided, what abbreviations, omissions and contractions are objectionable and provides the rules to follow to make your business writing clear, readable and more effective.

**English for Boys and Men**, by Homer J. Smith. Published by Ginn & Company, New York City. Cloth cover, 330 pages.

This book, the outgrowth of the author's varied experience with irregular classes, and his consequent appreciation of the difficulties to be overcome, is an attempt to meet the situation. It will be noted throughout the text that the material for the drill has been selected in accord with the everyday interests of boys and young men who either are already or are soon to be actively engaged in trades or in commerce. There is a correlation with gainful occupations, school shop work, and other school subjects.

The plan of the book, too, has been determined by the conditions to be met. Each lesson aims to offer scope for whatever power a pupil may possess and to furnish worth-while drill with as little dependence for its value as may be on what precedes or what follows. At the same time, there is a logical progressive development of the subject that should mean for the pupil a steady growth in power as he advances.

**Investment a New Profession**, by Henry S. Sturgis with a foreword by Seymour L. Cromwell, President of the New York Stock Exchange. Published by the Macmillan Company, New York. Cloth cover, 210 pages.

Mr. Cromwell says in his Foreword to this discussion: "The responsibility

for the proper distribution of securities rests largely with the investment banker, and in emphasizing his obligation and insisting on its importance, Mr. Sturgis has performed a genuine service."

Mr. Sturgis opens his discussion by pointing out that the investment banker has the difficult task of serving the conflicting interests of the lender and the borrower, and goes on to show how much bitter the investor would fare if a professional attitude were adopted by the investment business. In outlining this professional attitude he gives very practical advice as to how the ordinary investor should go about investing his surplus, how he should choose his bond house, what general principles should be followed in selecting a list of securities, and the co-operation necessary between the investor and his banker if both would attain the best results.

**Gowin and Wheatley's Occupations**, revised by John M. Brewer. Published by Ginn & Company, Chicago. Cloth cover, 441 pages.

The subject matter of this book is one of the social sciences (the table of contents will indicate this clearly). As such it should have a regular place in the curriculum. Fifteen years of experimentation with the class in occupations have revealed the need for this work. The incidental teaching of occupations in English or other classes has sometimes succeeded, but a best has been found a makeshift. Lectures by speakers are acquainted with children and know how to present their subjects. For regular work, however, a good teacher with a text book can do very much better, just as in geography, mathematics, or Latin.

pioneer in its field, for several years has had an increasing use among high schools. The present revised edition aims to retain the features which have proved best in the first edition, and includes the following improvements:

1. It is designed for girls as well as boys.
2. It conforms to the declaration of the National Vocational Guidance Association that "occupations should be chosen with service to society as the basic consideration, and with personal satisfaction and remuneration as important secondary considerations."

3. Part I, Chapter XVIII of Part II, and most of Part III are new. The remaining chapters have been carefully revised and brought abreast of present needs.

**Basic English**, by I. A. Melendy, Head of Languages, Benjamin Franklin High School, Portland, Oregon. Published by the Practical Text Book Company, Cleveland, Ohio. Cloth cover, 183 pages.

In both method and material it is the product of years of class-room experience with various kinds and conditions of students in business colleges, high schools, normal schools and colleges, and in the night schools of a great city.



*In well ordered business houses  
care is taken to secure harmony*

These lines were written by Mr. Ray Bath with his left hand, after spending less than five months in the Capital City Commercial College, Des Moines, Iowa, under the instruction of Miss Mary L. Champion, the well-known penman and penmanship teacher in that institution. Mr. Bath lost his right hand on March 26 and entered the C. C. C. C. on April 26. He was working in a paper house and had the misfortune of having one of the knives drop and cut his right hand practically in two. The firm for whom he was working offered to send him to college if he would learn to write with his left hand, and this shows what he has accomplished in the short time that he has been under the instruction of Miss Champion. We received three full pages of his work, all of which is on a par with the lines above. Surely the young man deserves much credit for what he has accomplished in so short a time, and Miss Champion also deserves credit for giving the young man such instruction and encouragement as enabled him to secure such results. Many of us would probably give up and not attempt to learn to write at all if we should lose our right hand. Not so with Mr. Bath. The young man has just entered upon a four year college course, so that he is determined not to allow his misfortune to be a handicap in any particular. We congratulate him and trust that we may hear from him later on.

*Men's muscles move  
better when the heart  
is making merry music.*

By Ross Garman, Akron, Ohio

*Central Business College  
Shawnee, Oklahoma*

From the pen of E. A. Lupfer

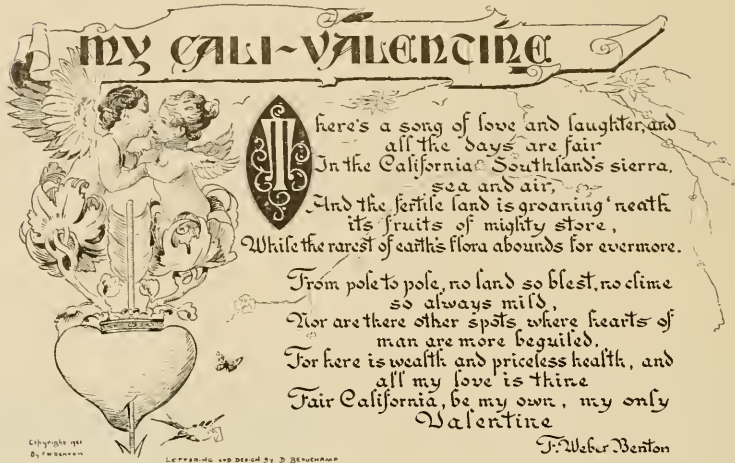


Penmanship Certificate winners, Fairmont School, San Francisco, Calif., Sue A. Corpstein, teacher.

*Charlottesville Business College  
Charlottesville, Va.*

*A B C D E F G H I J K L M N  
O P Q R S T U V W X Y Z*

The above specimen was written by E. H. Nixon, president of the above school. It shows a very easy swing and a practical hand. In renewing his subscription Mr. Nixon states: "We are expecting a fine school next year and do not see how we could get along without THE BUSINESS EDUCATOR."



*L. L. Lanning*

A signature by C. Spencer Chambers, supervisor of handwriting, Syracuse, N. Y.

You can help to make the B. E. a better magazine by contributing specimens, articles and news notes; also by sending in clubs of subscriptions.

French Round Hand is used by many engrossers for the body of resolutions, testimonials, diplomas, honor rolls, etc. It is quite attractive, easy to learn and faster than many styles of lettering. Master it.

Lettered by Norman J. Thompson, when a student in the Zanerian College of Penmanship.



## DESIGNING & ENGROSSING

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### PEN DRAWING

Oak leaves are often used in a decorative way on coins, commercial designs and engrossed resolutions. The oak is a symbol of strength. The study shown herewith was taken from a water-color sketch from nature, and is a good example of pen and ink technique. Study the contrasts of light and shade; form of the leaves and the way the stems are attached to the limb, and in fact all the characteristics here shown which are peculiar to the oak. Make a careful pencil sketch first, using heavy drawing paper or two or three-ly bristol and a pencil of medium hardness. We would suggest a 2H for the rough sketch and a 4H for the finished drawing. Indicate the color values and you will find this a great help in adding the ink. Use a Gillott No. 170 pen for the fine lines and a coarser one for the darker tones, varying the thickness, direction and spacing of the lines according to the tone value required. Avoid haphazard methods in the line treatment, so common in the work sent to us from time to time for criticism. Don't hurry, especially if you are a beginner, as it is only the experienced pen artist that can work rapidly with satisfactory results.

Adapt this spray of oak to some original purposes and let us see some of your best work. Remember to use bristol board and Zanerian ink, and do not under any circumstances use ordinary ruled writing paper for work of this nature.



### IS LONGHAND WRITING A LOST ART?

(Continued from page 18)

the men interviewed. I am in possession of the statement of each of these persons, but shall make use only of a few in this article. Mr. J. D. Grant, who employs all the clerical help for the Butler Bros. Wholesale Co., said, "I will answer your question as to the value of handwriting in this way: Yesterday I received seventy-five letters of application. After examining the writing on the envelopes I threw fifty of them into the waste basket without reading the letters. I consider good handwriting a very necessary qualification in business." At the Famous & Barr Co., employing twenty-two hundred people, I interviewed Mr. Baker, Employment Superintendent. He said, "The applicant's handwriting is the first step toward securing employment. I do not even interview applicants whose writing is not good."

It would be unfair to mention these instances without giving the less pronounced statements of other business

men. Mr. Burns, Superintendent of the Employment Department of Rice-Stix Dry Goods Co. (Wholesale), said: "Penmanship, though still important, is considered to a minor degree. If applicant is intelligent, we can teach him how to write." Quite in contrast to this statement is one from Mr. Weaver, Assistant Secretary of the Mississippi Valley Trust Co. When asked if the presence of typewriters and adding machines had made longhand writing of less importance, he said, "Decidedly not! Young people can be taught very readily to operate machines, but we haven't time to teach them how to write well."

The investigation made in St. Louis is one of several to determine the present day need for longhand writing. Mr. J. A. Savage of Omaha, Nebr., Miss Myrta Ely of St. Paul, Minn., Mr. Arlington Swarts of Rochester, N. Y., and others have made thorough investigations, with results similar to those obtained in St. Louis.

As was stated in the October number of the Business Educator, Dr.

Frank N. Freeman of the University of Chicago has been appointed by the National Education Association to make a nation-wide investigation to determine the present day demand for longhand writing, and has asked the co-operation of the National Association of Penmanship Supervisors in this work.

Personally, I believe that this investigation will dispell all doubt concerning the present day need for longhand writing, and that as a result of it there will develop a more friendly attitude toward penmanship, which will lead to better methods and better results.

It is fortunate that our Association is in position at present to render the service requested of it, and it is hoped that this initial study of conditions relating to penmanship may prove to be the opening wedge to a much needed investigation also of other phases of this subject.

Next month this section will be devoted to comments on the papers printed in the report of the Tenth Anniversary Meeting.





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A catalog and circular has been received from O. A. Hoffmann of the Hoffmann's Milwaukee, Wis., Business College. The circular is neatly arranged, classifying the course in five different departments in a novel way. Any business college proprietor can secure a copy by writing to Mr. Hoffmann.

Miss Leone Harrington is a new commercial teacher in the Cass Lake, Minn., High School.

Miss Velma Currier of Hastings, Neb., has recently accepted a position to teach commercial work in the Brainerd Commercial College, Brainerd, Minn.

Mrs. L. M. Jessup is a new commercial teacher in Locust Grove Institute, Locust Grove, Ga.

Miss Ada M. Stow, recently with Brown's Business College, Kankakee, Ill., is a new teacher of shorthand in the Bryant & Stratton Business College, Chicago.

Miss Ruth Lehman has been selected to teach commercial work the coming year in the High School at DuBois, Pa.

Miss Altha Knappenberger, a recent graduate of the Normal Department of Bliss College, Columbus, Ohio, has been engaged to teach commercial work in the West Virginia Business College at Clarksburg.

Miss Ruth Salyers of Bowling Green, Ky., is a new commercial teacher in Eastman-Gaines School, New York City.

Miss J. May Lynch of Brooklyn, N. Y., has been engaged to teach in the Wood Business School, Brooklyn.

Mr. Leslie C. Millard, recently accountant for the Community Health Association, Boston, is a new commercial teacher in the High School of Commerce, Springfield, Mass.

Mr. Irving V. Cobleigh, for the last few years head of the Commercial Department of the Utica, N. Y., Free Academy, is a new commercial teacher in the New Haven Commercial High School.

Miss Marion L. Webb is a new commercial teacher in the Ayer, Mass., High School.

Mr. Virgil H. Dassel, a recent graduate of Ohio University, is a new commercial teacher in the Military College of South Carolina, Charleston, S. C.

Miss Myra Shearer of Cambridge, Md., is a new shorthand teacher in Strayer's Business College, Washington, D. C.

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good commercial teacher, man or woman, who is willing to invest a small amount in a good school. Someone with plenty of snap is desired.

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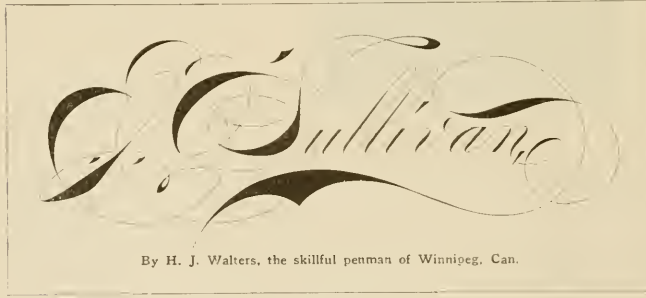
### School for Sale

Will sell all or half of any business school to a capable young man at inventory value. This school is located in Pennsylvania. It has enabled me to acquire an estate of \$100,000. I am old and tired and will give the right man a good chance. If you want a business of your own that will give you greater income, write me all about yourself, in confidence, Box No. 724, care Business Educator, Columbus, Ohio.

One of the best schools in America. Nearly 400 students in daily attendance. Good tuition rate. No competition of consequence within 100 miles. City of 100,000. One year's gross receipts will pay for school. If you have money and want a real school, address BOX 556, care Business Educator, Columbus, Ohio.

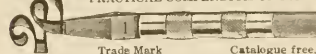
Young penman (married) would like to make connections with an engrosser. Willing to send samples. Address penman, care Educator, Columbus, Ohio.

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T. B. Wauchope, formerly of Albany, N. Y., is now head of the commercial department in the Strayers' College, Washington, D. C. Mr. Wauchope writes a very strong business hand, and will no doubt get a large number of his students to win Business Educator Certificates.

The McCann School of Hazelton, Pa., under the management of C. R. McCann has moved into new quarters in the American Bank Building where it will occupy the entire third floor. D. G. McCann, a brother, is conducting a business college in Mahanoy City, Pa., and their father, L. C. McCann, has a prosperous school in Reading, Pa.

The Toronto Sunday World contained a write-up of J. A. Baker. It states that Mr. Baker is one of the land marks on Yonge St., having had a stand there for 32 years, where he writes cards and does other kinds of penwork. Mr. Baker has helped the Toronto police a number of times in solving forgery mysteries.

J. D. Rice, the enthusiastic, result-getting penmanship teacher of Chillicothe, Mo., Business College, has started the school year by getting two hundred and ten of his students to subscribe to the Business Educator. There will be some good penmanship work done in Chillicothe.

Bond-buyers don't push bell-buttons to find who has bonds for sale. They go to a broker, where supply and demand meet. When you want a reliable teacher, go to a reliable teachers' agency.

## NEW ENGLAND SERVICE

Among the best New England schools we have supplied with teachers during the past summer are these: Commercial High School New Haven; High School of Commerce, Springfield; Commercial High School Providence; the High Schools in New Bedford, Mass.; Manchester, N. H., and Concord, N. H.; and the Bryant and Stratton School, Boston; the Bryant and Stratton School, Manchester, N. H.; and the Knickerbocker Commercial School, Iawtucket. May we help you?

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ROBERT A. GRANT, President, ODEON BLDG., ST. LOUIS, MO.





## WILLIAM E. DENNIS

The summer, with all its joyousness of sunlight and shadow, of birds and flowers, of rippling streams and placid lakes, has held its peculiar sadness, for me. My companion on many a tramp through the summer glories for the last dozen years or more, William E. Dennis, was gone forever from the scenes he loved so much, and every country road was a reminder of him and our pleasant rambles together.

Mr. Dennis loved the glorious scenery of his native state, and for many years he found rest and recuperation in walking over the hills and through the valleys of old New Hampshire. His only living brother resides at Manchester. Here he spent some time each year exploring anew the countryside in the vicinity of the city where he got his start in penmanship under the eccentric G. A. Gaskell of Compendium fame. After making a visit with his brother, Dennis would make Concord his headquarters from two to four weeks, during which time I was his almost constant companion. Through this association I came to know him quite intimately.

He was a great pedestrian, and could cover many miles with an easy swinging gait with little evidence of fatigue. In our correspondence, each often proclaimed his supremacy as a pedestrian and issued many a unique challenge, but it was all in fun, for we never tested our speed or endurance. So evenly were we matched, I do not now recall a single instance of either lagging behind the other in all our tramps together.

Mr. Dennis loved all out of doors. He appreciated alike the hills with their wide outlook, the quiet valleys, the winding river, the mirroring lake, the cool woods, the babbling brook, the wayside flower, the song of birds—all these had their peculiar charm for him. However, there were a few places that seemed to have a peculiar appeal to him and which he never tired of visiting. There was the wooded river bluff enclosing far below a wonderful bowl-

like green meadow with the river and mountains beyond, behind which the summer's sun dropped in quiet peace; the grassy shore of the lake surrounded by green hills upon whose smooth waters the lights and shadows played; the cool spring under the hill amid the trees,—these he never forgot to visit each year.

In these beautiful spots we spent many an hour in intimate conversation. Naturally modest and retiring, the casual acquaintance would see only the quiet gentleman. But when one came to know him, he found a man of wide information, a clear thinker and a conversationalist whose keen analyses and quaint humor were a delight. Scarcely a question from penmanship to international relations that we did not discuss and find the ultimate solution.

He was always modest concerning his own wonderful penmanship. I doubt whether he ever executed a piece of pen work which pleased him in all particular. In his last letter he wrote in apologetic terms of his real masterpiece executed a few months before his death, Lincoln's Address at Gettysburg. It was this unsatisfaction that made his work develop in artistic quality during all his life. On the other hand, he was not modest in speaking of the work of other penmen. There was not a bit of jealousy in his make-up, and he was always quick to perceive and commend the good points of other workers.

He loved his profession greatly, and desired above all else to see it elevated to a higher plane of public recognition. He often spoke with regret that the skill of the penman and engrossing artist is so little appreciated by the public generally. The humorous article (probably the last from his pen) in the June number of the Business Educator reflected this feeling. He had a high regard for the profession to which his fine talents had contributed so much, and he earnestly desired others to respect it.

About four weeks before his death he wrote me his last letter in which he spoke of his busy days, the photo of his

new Lincoln piece which he was sending in the same mail, and all unconsciously he penned the following farewell message:

"Well, it is getting around towards summer again and I am beginning to think about vacation. I hope to get up into New Hampshire again and meet you and Faretta, and have another dinner together and then a walk through the beautiful roads of Concord. They were great walks!"

Yes, old friend and companion, they were indeed great walks!

Fred S. Heath,  
Concord, N. H.

## REMINGTON NOTES

A copy of the autumn number of Remington Notes, Volume 5, No. 5, has reached our desk. It contains articles of interest to commercial teachers and students. You can secure a copy by addressing the Remington Notes, 374 Broadway, N. Y., as it is for free distribution. The magazine is well printed and illustrated.

Miss Marcella Mixa is a new commercial teacher in the High School at Ironwood, Mich.

Mitsugu Masuda, Hongo, Tokyo, Japan, who is following the lessons in The Business Educator, is doing some very fine work in both business and ornamental writing, and is nearing the B. E. Professional Certificate standard. The profession will no doubt hear from him again in the future, for he has the ability to become a real fine professional penman.

## Penmanship Library

Six 32 page books

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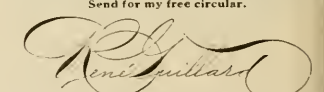
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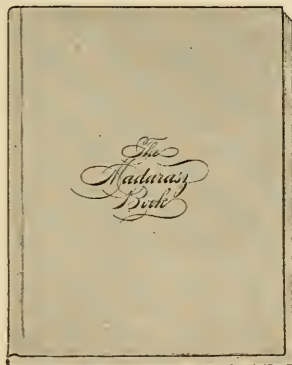
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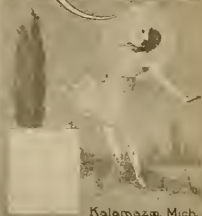
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**ART and LIFE**


Kalamazoo, Mich.

W. W. Thomas, who for twelve years past has been Superintendent of the Springfield, Missouri, Public Schools, recently became president and principal owner of the Springfield Business College Corporation.

Previous to becoming Superintendent of the Springfield schools Mr. Thomas was for five years Head of the Department of Education in the State Teachers' College at Springfield. He is a graduate of the University of Missouri and has taken post graduate work at his alma mater and at New York University.

Mr. Thomas made an enviable reputation while superintendent of schools, and is undoubtedly well qualified to conduct the institution of which he is now at the head—the Springfield Business College.

Mr. Thomas is a good penman and believes in giving this subject the attention it deserves. While at the head of the Springfield Public Schools his pupils maintained such a high standard of handwriting that the excellence of this work became known far and wide. Many persons visited his schools to learn how such results were accomplished.



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We know that the business college fraternity everywhere will welcome to their ranks a man of the training, experience and high character of Mr. Thomas, and wish him unbounded success in the great and growing cause of commercial education.

"Office Training" is the title of an eight page circular recently received from the Charleston, W. Va., Business College, C. E. Stotts and A. H. Dangergfield, managers and owners. It is printed on rich cream paper and is well illustrated.

A photograph of Miss Jessie E. Spencer, who has been employed continually for seven years as head of the Shorthand and Office Training Departments, appears on the first page.

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3. **Great popularity.** It is only 7 months old, but is going all over the U. S., and is being put up in banks, barber shops, hotels, garage offices, printing offices, other offices, homes, school rooms, and church houses.
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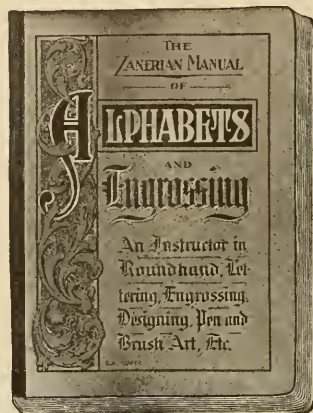
A view of the class room taken during the summer term. Notice the fine light and many masterpieces on the walls. Come and join us.





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## THE ZANER-BLOSER COMPANY

Penmanship Publishers

COLUMBUS, OHIO

# THE BUSINESS EDUCATOR

Vol. XXX

DECEMBER, 1924

Number 4

PENMANSHIP  
BUSINESS

ENGROSSING  
EDUCATION

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# The Business Educator

LUPFER

VOLUME XXX

COLUMBUS, OHIO, DECEMBER, 1924

NUMBER 4

## NATIONAL SOCIETY FOR VOCATIONAL EDUCATION

The annual convention of the National Society for Vocational Education will be held at Indianapolis, December 11, 12 and 13, 1924. Every part of the program of this convention will be of special interest to commercial educators.

The National Society for Vocational Education is the organization to which all vocational educators must look for their main support and the further extension of vocational educational offerings in the public schools. This Society is worthy of the support of every commercial educator in the country. All who can do so should attend this Indianapolis convention, which is likely to reach a new high-water mark in convention organization and management. The hotel headquarters for the convention will be the Claypool Hotel.

Remember the dates, December 11, 12, 13, 1924.

## CRAGIN IS BACK

Though he has had quite a siege of sickness, he is getting along fine and is back at his work. Read his account of the "Three Master Craftsmen" in this issue. This article should renew the ambition of a good many would-be penmen. We would all like to leave records of achievements such as the three men have left, but we make the mistake of not being willing to pay the price in effort. Possibly you can make in even better record by everlastingly seeping intelligently at it. What you accomplish will at least pay you for your efforts.

Zaner & Blosor Co.,  
Columbus, Ohio.

Gentlemen: Enclosed you will find check to the amount of \$10.50 to pay for fourteen (14) additional subscriptions to THE BUSINESS EDUCATOR beginning with the September number.

This makes 100%, and the first time that I have had 100% in my Freshman Penmanship Class. I feel very much enthused over it.

Cordially yours,

H. C. Ward,

Director Portage, Wis., High School.

Merry Christmas  
and a  
Happy New Year.



The above greeting from the Business Educator to its many friends was prepared by L. F. Klarquist, who is studying penmanship and engrossing in the Zanerian.

## SID SAYS:

The acid test to apply to your job is this: If you had money enough to live on, would you stay at it without pay? If you don't love it that much, hunt for another—that is, if you are young and free from the responsibilities and obligations which govern older men. The greatest successes of the world are "crazy" about their work. Look at Edison. Look at Paderewski. How those men enjoy their jobs! Can anybody imagine that they love money more than work! And yet each—because of his jealous devotion to his work—has been richly paid in money. Both men are great artists. They have found what they wanted to do and stuck to it. Treat yourself as if you were an artist. To a certain extent you probably are—in some line—if you will avoid shams and give yourself fully to your job.

The American Magazine, May, 1917.

## ADVERTISING LITERATURE EXCHANGE DEPARTMENT

(To begin next month)

In this Department we shall publish, free of charge, the name and address of business colleges or other schools teaching commercial subjects that are willing to exchange catalogs, circulars, school papers, or advertising matter with other schools.

See what other schools are doing and let them see what you are doing.

Notify us if you wish us to list your name, school and address under this heading.

Attend the National Commercial Teachers' Federation, Louisville, Ky., December 29, 30, 31.

## THE BUSINESS EDUCATOR

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The Business Educator is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy much reach our office by the 10th of the month for the issue of the following month.



# Modern Business Penmanship

By JAMES E. BROWN, Boise, Idaho

Students desiring criticism should send their copies with 10c each to Mr. James E. Brown, P. O. Box 1181, Boise, Idaho, each month. This is an excellent opportunity for you to secure high class criticism.

## LESSON TWENTY-TWO

Lesson fifteen should be reviewed in connection with lesson twenty-two. Don't forget that good figures are more necessary than good writing. There is absolutely no excuse for figures that are not as legible as print. Make them so plain that it is impossible for anyone to mistake them.

Retrace the large forms several times. Note the beginning and finishing strokes. Do not make your figures too large. Imitate the size and spacing in the copy. Get the same number on the line. The figures in fractions should be very small and close to the diagonal line separating them.

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## LESSON TWENTY-THREE

This lesson teaches small **c**. It can be a very difficult letter if not properly studied, but very easy to write if properly understood. The important thing to understand is the movement used. There are in penmanship certain impulses, or strokes that are accented. By accented I do not mean shaded or heavy. The accent should be on a down stroke. For example, the small **n** requires two downstrokes. The mind should concentrate on these downstrokes, giving each of them a definite impulse. This will give two counts to the small **n**. The small **c** is much like the small **n** in that it requires two impulses, and is the same movement as far as the hook. Start like you were going to make the **n** and stop on the first downstroke near the top; **r**etract and finish like the small **i** or final stroke in small **n**.

*n n c c c n c n c n c n*

can can can can can can

canna canna canna canna

comma comma comma comma

## LESSON TWENTY-FOUR

Review all the drills in lesson nineteen before starting lesson twenty-four. The manner or method of execution is always of first importance, so keep this in mind while practicing. The first part of **M** is like the figure 6 inverted. Note the direction the pen is moving in starting the loop. Count 1-2-3-4 giving the first count to the initial stroke in the loop, which stroke is well curved. Keep the loop away from the main part of the letter, and make it rather small. Do not forget to retrace these letters.

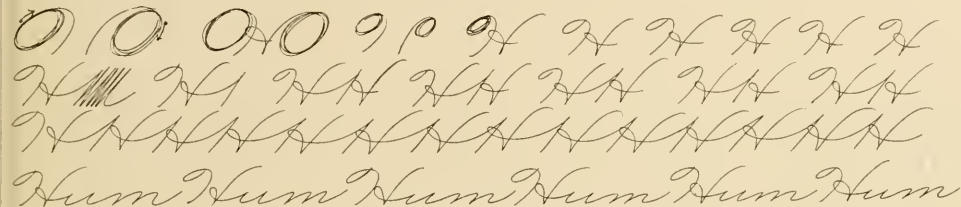
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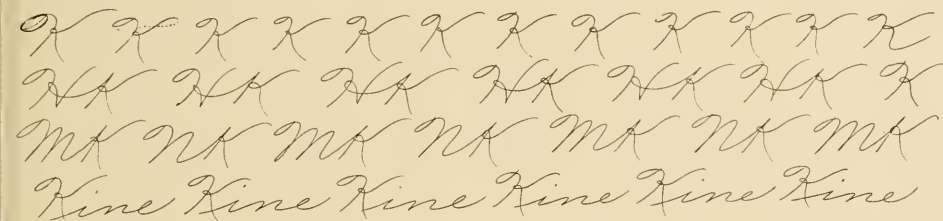
### LESSON TWENTY-FIVE

The H is a combination of both indirect and direct motion. It begins the same as M and is finished with a loop at about two-fifths its height. The loop is about the same as the finish of O. Count 1-2 for the first part and 3-4 for the second. Keep the H rather narrow and the downstrokes parallel in effect. It is slightly wider at the top. The second style of H is a good style for practical work and may be used exclusively. It is especially good for signature writing. The third line is a good movement drill.



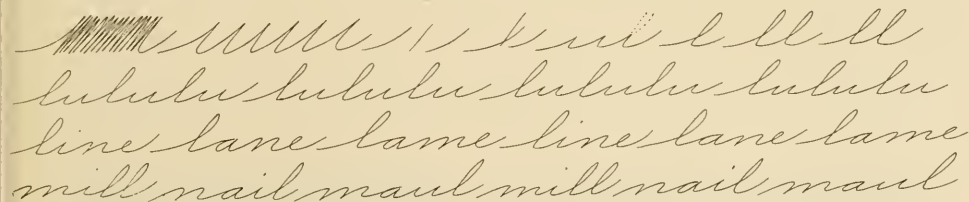
### LESSON TWENTY-SIX

The K is much like H. The first part is exactly the same and the second part starts the same. Use the same count for K as that for H. Try to make the small loop point slightly upward. Usually the K is not joined to a letter following, though it may be joined if desired. It is easier to lift the pen.



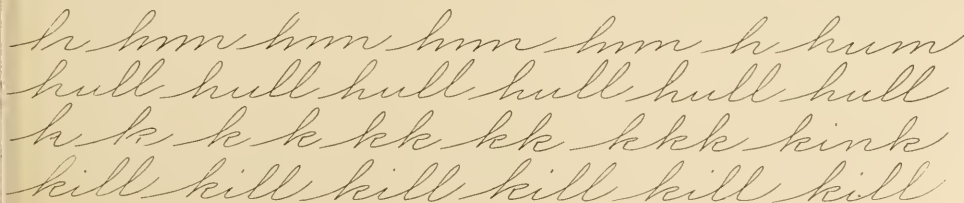
### LESSON TWENTY-SEVEN

Review the straight line exercises in lesson three and the third and fourth lines in lesson five. The small l is composed of the same principles as these exercises. The upstroke must be well curved and the downstroke as nearly straight as possible. The cross is at exactly the height of the one space letters. Note in the first line of lesson twenty-seven that the base is a small i. This is shown by the dotted line above the small i. The l is rather difficult at first, but is easily master d. Try to get the slant to harmonize exactly with the straight line exercise. Master this letter, as it is the foundation for the other loop letters.



### LESSON TWENTY-EIGHT

Review lesson twenty before practicing this lesson, as the second part of h is like the final part of m and n. The first part is like l. There are two downstrokes in h and they are parallel. The second part of h is as high as the small or one space letters. It is at the same height as the cross in the loop. The k is similar to the h. The lower part of k should not be too large to harmonize with the one-space letters. The final downstroke in k is parallel to the downstroke in the loop. Watch your slant on these loops. Make them harmonize with the general slant of your writing.





# Business Penmanship

By OLIVE A. MELLON

Supervisor of Handwriting, McKeesport, Pa.

Send Miss Mellon two pages of your practice work with 10c and she will criticize and return your work

## PLATE 28

**Drill 1.** The hand must swing freely when making this compound curve exercise. The arrow indicates the line of direction. Start in the center of the space, curving upward first. Try to keep the crossing in center of space, thereby making each curve the same in depth. Curve the strokes equally. Write to the count of ten, counting on both the rightward and leftward curve. After a line is completed place a direct oval in center of each exercise. Count eight for each oval.

**Drill 2.** Make a close study of this exercise before beginning it. Notice the depth of loop, the spacing through the shoulder, the compound curve in the down stroke and the compound curve exercise as a finish. Rest both ends of this curve flat on the line. Count 1-2-3-4-5-6-7-8-9-10.

**Drill 3.** Capital L is composed of two compound curves. Begin as capital C and end as capital Q. Be careful to make a long slender loop on the base line.

**Drill 4.** Write these words with a free easy motion. Does the little finger glide freely on the paper when the pen goes from letter to letter? Try to keep uniform slant and spacing.

**Drills 5 and 6.** Practice this direct compact oval exercise, also the push and pull exercise, before attempting the small 1. Do not hold the penholder tightly. Try to relax the muscles at elbow. Watch the quality of line.

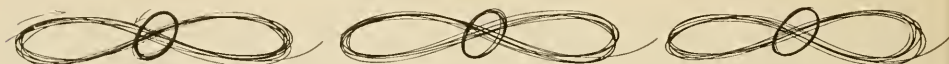
**Drill 7.** Begin this exercise with the push and pull stroke and finish with the loop exercise. Count ten for the push and pull and six for the loops. Try not to check the motion when making the loops. Swing freely from the up and down exercise to the loops. Cross the loops at about one-third their height.

**Drill 8.** Count four for the connected I's. Avoid any angles and do not curve the down strokes.

**Drill 9.** Curve the up stroke in the letter l considerably. Avoid too much slant in the down stroke. Do not be careless about the ending stroke. Aim for uniform ending strokes.

**Drill 10.** Try to keep all the small letters in this word the same in height. Watch the retrace in v and the last down stroke in n. Count 9 for this word.

**Drill 11.** Write five words to the line. Make all I's the same in height. Do not place too much curve in the down stroke of c. Count eight for this word.



<sup>2</sup> L L L L L L L L L L L L L L L L

<sup>4</sup> Lowe Lowe Lowe Lowe Lowe

<sup>4</sup> Lansing Lawson Lieut. A. W. Lytle



<sup>7</sup> llllll llllll llllll llllll

<sup>8</sup> lll lll lll lll lll lll lll

<sup>9</sup> l l l l l l l l l l l l l l l l

<sup>10</sup> liven liven liven liven lie

<sup>11</sup> lilac lilac lilac lilac lil

PLATE 29

Drill 1. Practice the capital **T** exercise the two different sizes as shown in the plate. Begin with a horizontal line. Use a slight compound curve in the down stroke and finish with the indirect oval. Flatten this oval slightly so as to give width to the bottom of letter. Some prefer the angular finish. If this be used, check the motion at the point.

Drill 2. Count 1-2 for the capital **T**. Try to make all letters the same in height. The curve at the bottom must be the same width as the horizontal stroke at the top. Do not be careless about the finish of this letter. It must not be hurried.

Drill 3. Notice the angular finish on this letter. Check the motion slightly at the point then curve downward.

Drill 4. Observe the small letters **r, v, c, s**, when writing these words. Sharpen the tops of **r** and **s**. Slant the down stroke on **c** and make a deep retrace on the point of **v**. These are letters that must be studied and practiced carefully.

Drill 5. Practice the **Th** combination before the entire word. Practice the connected capital in the signature. but use a free in and out motion, the finger tips touching paper.

Drill 7. Write this **t** exercise to the count of twelve. Eight for the straight line exercise and four for the points. Do not lift the pen when writing this exercise.

Drill 8. Write this exercise to the count of four. See that you do not slant the down strokes too much nor retrace too deep.

Drill 9. Connect three **t**'s. Count 1-2-3-4 then cross the **t**'s on 5-6-7. Keep all crosses straight and the same in length.

Drill 10. Count 1-2-3 for the letter **t**. Do not retrace too deep on this letter. Keep the down stroke stiff and try to have endings the same length.

Drill 11. Count nine for this exercise. Write six groups to the line.

Drill 12.....Write five words to the line. Practice the **tw** combination.

Drill 13. Notice the final **t** in this word. Give attention to the letter **s**.



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'Terree France Famous Finis

Figures 1234567890.

'f f f f f f f f f f f f f f f f

'fife fife fife fife finance

swift swift swift fancy fancy



'M M M M T T T T T T T T T T

"t t t t t t t t t t t t t t t t

"twine twine twine twine twine

"twist twist twist twist twist

PLATE 30

Drill 1. Make this compound curve exercise about one-half space in height. In the center of each, place a filled in oval, using fifty strokes.

Drill 2. Notice the length of this exercise. Place two in a space. Count eight for each.

Drill 3. Begin the capital **F** the same as capital **T**. Use the angular finish for these. Count 1-2-3.







## Supplementary Business Writing

By C. C. Lister, Maxwell Training School for Teachers, New York City.

"Each mind has its peculiar set of frictions. Those of our pupils can never be the same as ours. We have passed far on and know all about our subject. For us it wears an altogether different look from that which it has for beginners."

"It is their perplexities which we must reproduce and as if a rose should shut and become a bud again—we must reassume in our developed and accustomed souls something of the innocence of childhood."

"Such is the requisite business of the teacher, to carry back with all his wealth of knowledge and understand how his subject should appear to the mediocre mind of one seeing it the first time."

"And what absurd blunders we make in the process! Becoming immersed in our own side of the affair we blind ourselves and readily attribute to our pupils modes of thought which are not in the least theirs."

"We teachers are forever taking thoughts out of our minds and putting them elsewhere. So long as we are content to keep them in our possession, we are not teachers at all. What constitutes the teacher is the passion to make scholars; and again and again it happens that the great scholar has no passion."



## DO SOLICITORS PAY?

By O. A. Hoffmann

Pres. Milwaukee Business College

The editorial in the November edition of "The Business Educator" elicited so many compliments and inquiries, that the writer has decided to express his views upon the subject of employing solicitors, for enrolling pupils for business colleges.

In all his thirty years' experience conducting business colleges, the writer, perhaps, can speak from authority, knowing full well the good and bad effects of employing men to act as representatives or registrars.

At the outset I wish to make this statement: It is perfectly legitimate to employ solicitors, just the same as it is legitimate for Life Insurance Companies to employ them, the Universities to employ them, which they do, for correspondence schools to employ them. In short it is no crime, as many school men try to make believe. But, the schools should employ them on a straight salary and not designate their policy of doing business into the hands of men, who, for their selfish aims and desires, to make a commission, will misrepresent the proposition and say to a prospective pupil, "Yes, we will place you in a position that will pay \$90 to \$100 a month, or more, to start," when in reality the starting point is perhaps in the neighborhood of \$65 a month, or less. Here is where the mischief comes in. That causes a misunderstanding, so that the college proprietor loses the good will of the pupil, which he so much desires. Again, the solicitor, in his eagerness to secure a pupil, will say, "You can finish the course in six months' time, and we will then immediately place you in a position." Here is another thing that causes trouble and misunderstanding, for, if the pupil does not finish the course in six months and the proprietor asks for more tuition, the pupil will put up this argument to the proprietor and say, "You have promised to get me a position in six months. You have mis-

represented your proposition and I am going to quit this school."

If the pupil comes from the country, and the solicitor makes the assertion that "As soon as you come to the city, we will have a place for you to work for your board and room, also work outside of school hours to earn sufficient to pay for your tuition," and upon arrival the places are not forthcoming, as there are no vacancies, the business college proprietor again gets in bad with his prospective pupil, and the college loses the confidence of the pupil, who feels that he or she has been defrauded.

Business College proprietors all over the country know full well that these are the conditions that confront them, yet, they will employ solicitors, which not only is injurious to their business but detrimental to the profession itself.

Is it, therefore, any wonder that High School principals detest the solicitor, who also comes to their very doors and tells the High School pupil he "cannot learn anything in High School," and urges him to leave?

How can this breach of faith ever be healed between the High School teachers and principals when business college men deliberately work against their interests as well as the interests of the High School? And yet, many business college men blame the High School people, when they are called fakers and condemned, and think that

the High School people are narrow-minded.

It is the methods employed by the business school men, or permitted by them, that makes it dangerous to employ solicitors, and especially those that resort to "knocking" their competitors and resort to contract breaking and other illegitimate practices.

The writer has many good and bad things to say upon the subject, a very timely one, and will defer further remarks and conclusions for the next or future issues, unless, in the meantime, business college proprietors will desire discussion upon other subjects, which they are privileged to request.

(To be continued)

**Beyond To-morrow** is the title of a very choice and impelling catalog issued by the Oshkosh, Wisconsin, Business College, W. C. Springgate, president. It is full of attractive illustrations, and is printed on very fine, heavy paper, with a beautiful cover. It is the kind of a catalog one will not throw away.

**Mrs. V. B. Steele** has been elected to teach commercial work in the High School at Pottsville, Pa.

**J. F. Flower**, formerly connected with the School of Commerce, Fall River, Mass., is now Principal of the Newport, R. I., Business College.

By H. J. Walter, Winnipeg, Can.

By M. A. Albin, Portland, Oregon.





## ORNAMENTAL WRITING

By RENE GUILLARD, 1212 Elmwood Avenue, Evanston, Ill.

Send Mr. Guillard two pages of your practice work with 25 cents and he will criticize and return your work

Envelope addressing develops ability to weave letters together attractively. Unless you study arrangement, right angle crossings, parallel lines, space values, proportion, etc., you are not going to get a pleasing effect. And remember, too, it takes work to acquire the art of penmanship.



### KNIFEMANSHIP

Two of the most elaborate pieces of knifemanship we have probably ever received were sent us by Adolph Ambrose, Janesville, Wis. Mr. Ambrose clipped two photographs from the Zanerian College Catalog and decorated them with scrolls, flowers, birds, grass, etc., in a very skillful way. A little color was used to brighten up the design. Mr. Ambrose is a boiler maker and a machinist, and does card work as a side line. He has certainly reached a high degree of perfection as a card carver.

### BROWN'S LESSONS

High School of Commerce, Toronto, Ont., Canada.

Gentlemen: The September samples are great. Mr. Brown's lessons show real value, and you may continue to send 45 BUSINESS EDUCATORS to me.—A. F. Hare.

### M. A. ALBIN, ENGROSSING STUDIO

M. A. Albin, who conducted a course in ornamental writing in *The Educator* a few years ago, and who from time to time has contributed specimens of penmanship to *The Business Educator*, has opened up an engrossing studio in Portland, Oregon. Mr. Albin does all kinds of high class engrossing of resolutions, memorials, diplomas, etc., and also does a great deal of commercial work such as designing letter-heads, book covers, etc. In addition to the above our readers will be glad to learn that Mr. Albin is now writing specimens for scrapbooks. There are so few penmen today preparing high class work that we are indeed glad to see Mr. Albin devoting at least part of his time to this class of work. Mr. Albin has been recognized for many years as one of the finest penmen in the profession, and is very conscientious in his endeavor to give every customer high-class work.

The Hoffmann's Milwaukee, Wis., Business College, has signed a lease for a new building in which the rooms are to be built to order, altogether about fifteen rooms, at an expense of about \$17,000. The building is in the heart of the business district, within a block of the Civic Center. The rooms will be magnificent in appearance, sanitary, airy and light, as well as fire-proof. The new location will give the school double seating capacity. We congratulate Mr. Hoffmann.

If we may judge from the number of subscriptions received from Joe T. Priestley, Sedalia, Missouri, High School, penmanship is at the high heat in that school.

W. L. Ohmert of the large new Central High School, Columbus, Ohio, is seeing to it that the penmanship part of the commercial course receives attention. This High School, formerly known as Commercial High, is noted for its fine penmanship students.



## Penmanship Devices and Plans



Teachers are invited to contribute short, helpful methods and devices of about 250 words to this department. Pass your ideas on to others.



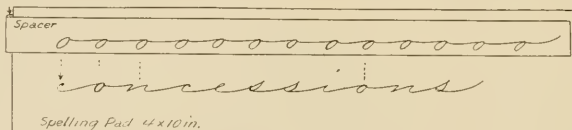
### LEARNING TO SPACE

Lateral action is largely developed through the spacing habit. Lateral movement is the most important movement in writing and the most difficult to establish. To aid pupils to readily acquire this movement and use good spacing in their spelling tablet or pad, I use what I call a "Spacer" for the want of a better name. See illustration. I make these "spacers" with the Edison Mimeograph. The spacer is folded over at the end and this holds it to the writing sheet. The spacer is pulled down every time a word is written. In case of heavy writing, which is forbidden in our schools, the pupil may use a

very small blotter for drying the writing. Or the "spacer" may be printed on light blotting paper. The margin on spacer may be made to suit the writer. For sentence and paragraph writing I print the "spacer" on blotting paper without the end fold—using from 27 to 30 letters on an eight inch line. The letters must be made close to the lower edge of the "spacer".

I have never used any device that produces quicker results and develops the spacing habit like this one.

J. H. Bachtenkircher,  
Supr. of Writing for Lafayette, Ind.;  
Goodland, Ind.; Tippecanoe County;  
White County.



The above illustrates Mr. Bachtenkircher's "Spacer" used in spelling lessons to help develop good spacing and good general written work. He uses spelling pads 4x10 inches, stitched at the end. For a whole sheet with words in two columns, the "Spacer" would have to be double. Those who desire wider or narrower spacing in words should make their "Spacer" accordingly.

### HANDWRITING SLOGANS

By Alice E. Benbow, Trenton Public Schools, Trenton, N. J.

Realizing that "Writing for Writing's Sake" has no place in modern education, we have aimed to cultivate in our pupils a handwriting that will function in all written work. Knowing that habits are strengthened through use, we have tried to have pupils impress good habits of writing whenever they did any writing. From these two bases as a starting point, it was suggested that the Trenton Public Schools use this slogan, EVERY WRITTEN LESSON A WRITING LESSON. It was written, used as a reminder, made into posters, talked and believed for more than a year, and real results in increased good writing were apparent.

Last spring a Slogan Contest open to pupils of grades five and six was inaugurated. Since the rules were simple and the topic, "Handwriting", was very general, the slogans composed represented a wide range of attack—Position in many phases, Quality, Speed, Color, Effort, etc.

A committee was appointed to judge the contributions, and met to examine and report upon the slogans suggested. The reward was that of publicity. The committee decided to choose one slogan for a City Slogan, and to suggest others which might be used in

certain schools, classrooms, or by individuals as mottoes, according to need.

The slogan chosen as the City Slogan for this year was OTHERS READ WHAT WE WRITE.

The slogans suggested are too numerous to mention, but a few can be given to show the great variety in thought, style, and length:

When your feet are on the floor,

You'll write better than before.

Speed is good, Quality is better.

Always think when using ink.

To get good writing, we must keep fighting.

Keep on the line all the time.

Usable slogans have been listed under various topics—Speed, Quality, Improvement, Position, Slant, etc.—and appear as helps and news items in the bi-monthly Handwriting Bulletin issued to the teachers during the year, to be used as they will be helpful in the individual classroom.

The former slogan is not forgotten by teachers or pupils, however, and is still being used.

D. W. Hoff of the Meadville, Pennsylvania, Commercial College, sent us a large list of subscriptions from among his pupils. Mr. Hoff places the B. E. on his list of supplies and in this way secures excellent results from the minimum of time and effort.

### TRAFFIC LAWS IN WRITING

By Sammie Cleveland

Supervisor of Writing, Chattanooga, Tenn., Public Schools

Connecting writing with other school activities is one of the big problems of the Penmanship teacher. Connections must be established from the beginning of a child's learning of writing.

Recently "Safety First" Councils have been organized in a number of schools. While the children were being taught the simple traffic laws, a teacher seized the opportunity to teach her classes correct finishing strokes and angles as traffic measures. Calling to the minds of the children the mushroom street lights she drew from them the reasons why the lights were placed in the center of the street. When the child had told her that cars must go all the way around the light and not cut across, the teacher drew a picture and illustrated the turn the cars must make. She then wrote the letter "m" on the board and asked where a play-like light was to be placed. A number of letters were taken in like manner, and the class became most enthusiastic in selecting the turns in each letter presented. Needless to say, the teacher had no trouble getting the right turns and angles.

After the letters had been learned, another question was before the teacher—that of correct spacing between words. She reminded the class of the way the traffic policeman handles the crowd on busy corners; how he holds up his hand to stop the cars and motions for the boys and girls to come right on across the street; and when these have crossed, he again holds up his hand and motions for others to start. In that writing lesson there were no words left without correct ending strokes, and no long gaps left between words.

### TEACHERS OF PENMANSHIP

The Business Educator desires to publish short helpful articles on "How to Secure Results in Teaching Practical Business Writing." We are interested in devices and plans which have produced results. Pass on your ideas and experiences to our readers.

A large list of subscriptions has been received from the Wheat City Business College, Brandon, Man., Canada. Mr. Logan, the principal, states that the enrollment of the fall term is 40% better than last year.

Miss Margaret M. Bache, a member of this year's graduating class of Temple University, Philadelphia, will teach the coming year in the High School at Northampton, Pa.

Miss Katherine G. Ellis, a recent graduate of the Salem, Mass., State Normal School, has been engaged to teach commercial work in the Commercial High School, Providence, R. I.

# MENTAL MEANDERINGS

By CARL MARSHALL

Route 1, Box 32, Tujunga, California

In a recent Meandering, I discussed a modern tendency to guard the rights of a child even when these rights were invaded by the child's own parents. But there is one important right of the child that no mere law can safe-guard. This is the right of a child to learn and practice obedience. There are a lot of homes in this country where the children have plenty to eat and wear, and are sent to school, but are allowed to grow up near anarchists. A half century or so ago, certain self-styled experts in "child study," began writing a lot of sentimental piffle to the effect that the firm discipline so finely maintained in early American and English homes was a thing, not only obsolete, but a wrong to the child. "The child's spirit must not be broken," we were told, by anything in the way of a harsh insistence upon obedience. He should not be made to do right things, but "led by love" to do them of his own will. Above all, he must not be made to suffer physical pain under any circumstances. "To strike a child, no matter for what purpose, is an outrage upon his individuality, a crime against his nature, and a relic of savagery," shrieked one of these enthusiasts. It all sounded mighty fine, and a lot of good tender-hearted folk, who are inclined to be moved by sound rather than sense, began to think it might be true. So they read the "child study" articles in the magazines, bought the new books, locked up the wood-shed, and started in to make an angel of little Johnny by the sugar and rose-water method.



Of course it did not work. Today, we are reaping a harvest from the seed sown by these mushy propagandists, in the form of unruly children in the home and school, and of a higher percentage of crime by adolescents, than has been hitherto known in any land in the history of the world. A child, from birth to the age of, say, twelve years, is little more than an animal. He has a buddy conscience, and an embryonic, sense of duty, but they are still in a pulpy state, and his affections and his yet undeveloped sense of right and wrong are hardly more dependable than those of a puppy or a kitten. The most effective training for him is that employed by the animal-trainer in the circus—a habit-inducing system of rewards and punishments, with kindness thrown in between. The Keystone of the arch is OBEEDIENCE. This has been known to the world since the times of Solomon. It is the system

that gave us the fine, self-controlled and dependable men and women of the pioneer days of this Republic, who were reared in homes of obedience and discipline, and in a time when there were no cigarette-smoking flappers sitting cross-legged in cafes, or boy-burglars and murderers, or petting parties, or detention schools, or any of the other manifestations of juvenile anarchy.

And luckily for the country's future, there are yet many homes among us—possibly a majority—where the old-fashioned family discipline still prevails,—wood-shed attachment, parental slipper, and all,—despite the silly preachments of the educational peewits. Years ago, I happened to be in Washington City when a young son of President Roosevelt, then a lad of ten or eleven, had been reported to his father for infraction of discipline at the school he was attending. The next morning the President phoned to the teacher: "I think you will have no further trouble with the boy; he has had a dose of the old-fashioned medicine duly administered in the wood-shed." Does anybody imagine Theodore Roosevelt was a "harsh and brutal" parent who, in the fervid language of the child-studyists, "could secure obedience only through the methods of savagery"? Read his delightful book: "Letters to my Children."

Would that all parents loved their children wisely enough to see to it that they are obedient.

**Too Much Arithmetic** When Cap'n Jack Bunsby, the nautical philosopher of "Dombey and Son", put forth one of his deep sayings, he usually appended to it the saving clause: "The value of whic observation depends on the application on it". The same thing is true of Arithmetic. Not much of the subject has any educational value in and of itself. I have known some very well-educated persons who did not know enough arithmetic to pass them through the Fourth Grade, and seemed to "get by" very well without it. Anybody knows how to add, subtract, multiply and divide simple numbers and apply this knowledge to the ordinary affairs of life, has all the arithmetic that ninety percent of the world really needs. Of course, it is different if one is to be a clerk or a bookkeeper or a navigator. But most of the arithmetic books used in our grade schools seem to be written on the assumption that all of us will, some time or other, need to know how to measure lumber, compute compound interest, figure out complex fractions, or extract the square root. To teach one hundred people to do something that not more than a dozen of them will ever need to do,

seems to my alleged mind, a considerable waste of effort. Why not give the children an arithmetic book of say, not to exceed one hundred pages, in which the essential fundamentals are presented, and let them learn the rest when they need to know it? Sufficient unto the day is the evil thereof.

Of course, I know you will say: "But how do we know that some of these children will not sometime want to know how to measure a trapezoid, or compute a tax-rate to the fifth decimal, or keep out of jail by figuring out their income tax? And how do we know that they are going to have a chance to learn these things before they are right up against it and have to do them?" We don't. On the other hand, we don't know for sure that any one of the children will ever need to do any of them. Go out in the street and ask the first twenty men and women you meet, whether they can figure longitude and time, or reduce fractions to a common denominator, or compute bank discount, or measure a cistern, or find the distance from the top of a church steeple to a fence-post 500 feet away, or have ever had to do any one of these things since they were in the Eighth Grade. Ask them also, whether they think the time they spent in learning them was well put in.

Some of you old boys and girls may remember that funny play called "Toodles" that was so popular some fifty or sixty years ago. If so, you will recall Mrs. Toodles' passion for attending auctions. The good lady was always buying various items of old and useless junk, excusing herself on the ground that sometime it might "be awful handy to have it in the house." On one occasion, she bid in a battered old sign-board for a carpenter shop that was once kept by a man named Peter Thompson. When poor Toodles criticised the purchase, she said: "But Toodles, dear, we might have a child, and it might be a daughter, and it might grow up and get married to a man named Peter Thompson, and he might be a carpenter without any sign-board, and then, how awful handy it would be to have it in the house!"

The probabilities, not the possibilities, should determine the kind and amount of arithmetic we should teach. At least, it looks that way to me.

**Here's to You, Sage with the Savor** There were broad smiles to span the faces and warm thrills to cheer the hearts of

the thousands of EDUCATOR readers when came the word in the October issue, that dear old Charley Cragin of Holyoke had won out in his bout with grim Pangui, and was to be back on the job again, not only in his corner of the EDUCATOR, but among the young folk in the school where he has been so long. How we have always enjoyed those helpful and peppy stories that he seems able to spin so inexhaustibly! And how glad we are that there are to be more coming, and that their gifted author is not to be lost to

(Continued on page 28)





## NATIONAL ASSOCIATION OF PENMANSHIP SUPERVISORS

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## A WRITING CONSCIENCE AND A WRITING HABIT

By Arthur G. Skeeles, Supervisor, Columbus, Ohio

All adults who write much, and almost every school child above the second grade, has two styles of writing, one better than the other. In most cases the better style would be satisfactory in quality for most uses.

From this fact many teachers have concluded that almost every pupil can write well—or well enough—if he will, and that therefore the problem of teaching writing above the second grade can be solved by insisting that each child shall always write as well as he knows how to write. In other words, that each person who would write well should make habitual the better of his two style of writing.

The case is similar in some respects to that of reading. There have always been two styles of reading—oral reading, and silent reading. For most persons silent reading is much the more important; yet until a few years ago no attempt was made to teach silent reading apart from oral reading. Silent reading, the really important style in modern life, was until very recently only a by-product of the instruction in oral reading. We teachers used to take it for granted that if a child in reading a selection could pronounce all the words, would observe the pauses, and would inflect his voice so as to convey the correct meaning to a listener, he knew all he needed to know about reading that selection. We have since learned that he may do all these, and yet be unable to read the selection swiftly and silently to get the meaning. We still teach oral reading, but we teach silent reading, also.

A simple experiment that the reader can make will help us to understand the differences between these two styles of writing:

1. Close the eyes and write "me," and your name.
2. Close the eyes and write, slowly and carefully, "phthisic."
3. With eyes open, and at your usual speed, write "me" and your name.
4. With eyes open, and slowly and carefully, write "phthisic."

You will probably find that there is little difference between (1) and (3), but that (4) is considerably better written than (2). You were probably conscious also that in writing both (1) and (3) the control was in the writing habit, while in writing (4) the eyes helped to guide the pen. Also, consciousness was much more alert while writing the word "phthisic" whether with eyes open or shut, than while writing the familiar words.

From this experiment, and other experiments that are familiar to penmanship teachers, we may decide that the two styles of writing are really different, and not merely "careless" and "careful," as we might think at first. Some of these differences are:

1. When writing our best, we must be conscious of the writing, while a more careless style may be written almost unconsciously.

2. Accurate writing requires that the eyes guide the pen, and help to secure accurate forms, while in ordinary writing the control of the pen is left almost entirely to the subconscious mind.

3. Accurate writing must of necessity be done slowly, while a less accurate style permits of greater speed.

(It should be understood that the terms "best writing" or "accurate writing" and their opposite are relative; the habitual writing of one person may be more accurate than the most careful writing of another.)

These facts about the two styles of writing give us an insight into certain facts often observed in the teaching of writing, which have often been misunderstood.

1. First-grade pupils usually write more accurately than pupils in any other grade. They have no "writing habit," and therefore they are forced to write slowly, and to follow each movement of the pencil with the eyes. This accurate writing usually continues through the second grade, but is lost in the third grade, when the pupil has learned a writing habit, and is giving more attention to the thought to be expressed than to the letter forms.

2. There is usually a gap between one's best writing, and his ordinary, habitual writing. The more he has studied writing, the greater the gap. In one who writes very little, this gap may be hardly noticeable.

In view of these facts let us consider the method of teaching writing by trying to induce or to compel the pupils always to write their best, and to carry into the upper grades the careful, conscious writing of the first and second grades—in short, to abolish the gap between the two styles of writing by making the conscious style the habitual style.

If the teacher should succeed in this endeavor—and fortunately Nature seldom allows a teacher to train a pupil in this style—the pupil would be handicapped in the same way that he would be if he should be drilled in oral reading until even when reading silently he always read slowly and with pauses at every punctuation mark, moving his lips the while.

And when this endeavor on the part of the teacher does not succeed, he has not given the child as much help as he might in building up in his subconscious mind the memory of the kinesthetic sensations which form the neural basis of all our motor habits.

The writing that the child needs for his written work in school, and that he will need when he becomes an adult, is automatic or habitual writing, done with the minimum of conscious attention and the maximum of speed. It follows, therefore, that the pupil should be taught to improve the worse of his two styles of writing, that is, his habitual style, rather than to do all his writing in the slow, conscious way that we all use in our best writing.

In a later article suggestions will be given as to how this may be done.

It seems to me that Mr. Ryan's article printed in your recent report shows that incidental practice is a factor in keeping up the quality of writing in the Junior high school. The gain which was made between the first and the last test shows that incidental practice does have an effect. The comparatively small amount of gain and the low standing in a few of the groups indicates that merely incidental practice is not sufficient in all cases. There is some tendency for the quality of writing to drop. In order to prevent this and to bring up to standard the pupils who remain below it, it seems to me it is necessary to supplement incidental practice with special classes. In these classes instruction should be given to the pupils who have not come close to the standard or to those who fall below it after once having reached it. Besides giving special training to the pupils who need it, the existence of this class would serve as a stimulus to all the rest.—Frank N. Freeman, University of Chicago.

\* \* \*

I want to thank Mr. Walker, Mr. Skeeles and all concerned for the very complete report on the St. Louis meeting. I find it exceedingly difficult to comment on any particular part of the report — it is all so very interesting. Every teacher and every supervisor of penmanship should have a copy of it.—A. M. Wonnell, Cincinnati, Ohio.

\* \* \*

I should like to say that, inasmuch as the N. A. P. S. is an authority on writing and matters pertaining thereto, the publication of its discussions are an invaluable aid to teachers of writing. I feel that the report this year is very well put together, and altogether splendid. It should be in the hands of all teachers, or they at least should have access to it.—Katherine L. Capps, Muskegon, Mich.

\* \* \*

It is hard for me to confine my comments on the papers published in the report of the National Association of Penmanship Supervisors to a few words. There are so many good things to be said. One very definite result is showing in my schools already. That is the use of the Progress Card. We are now using them in all our schools with most enthusiastic response. Both teachers and pupils are delighted with the plan, and there has been a renewed effort to make writing of the writing lessons hour carry over into all the written work.—Sammie Cleveland, Chattanooga, Tenn.

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The Association report is at hand. It seems to me that it is as natural a convention report as I have ever read, (Continued on page 19)



## To My Second Grade Teachers

By JOHN O. PETERSON,

Supervisor of Handwriting, Tacoma, Wash.

It is urgently desired during the second year of school that your pupils learn to write. This desire is expressed by other teachers, supervisors, principals and the pupils themselves. It is desired of you in this grade that you develop and establish correct writing habits on the part of your pupils. Teachers, principals and parents express this desire now. The pupils will express their desire in the matter twenty years hence. "All this in ten minutes a day and with a room of forty-five pupils."

Your pupils' interest in learning to write in this grade is so keen that unless you train them they will train themselves. Some kind of writing habits will be pretty firmly established in this grade. Which kind shall it be? To your pupils there is nothing natural about writing with muscular movement. Their idea of the procedure is to grasp a pencil some way and proceed. Still they are pretty skillful at imitating us when we show them how. They will try ever so hard to do things the way we want them done — if we make it plain that we do not want anything else. Habits are the result of repeated performance. They are not the result of being told.

Your pupils' development in other school activities demands writing as a means of expression. Development in these other lines does not necessarily require that it be muscular movement writing, at least not for some time to come. Are these demands so urgent that your pupils must write before you have a fair opportunity to teach muscular movement? Your supervisor has successfully evaded this question so far. He has admitted that the time allowance may be so limited, that the de-

mands for progress in other subjects may be so urgent, that your pupils must write before you have taught them how. Your supervisor has only held out for a principle. We know that when pupils write in poor positions and use cramped movement it makes their task of learning to write with muscular movement much harder. All the teachers in the grades above yours believe that your pupils should learn the fundamental habits of position and movement in that grade. To train the pupils in these habits is the task you undertake. So you concern yourself with the things which promote and the things which interfere with these habits, and you try to harmonize them if possible.

Can your pupils do all the things outlined on the first fifteen pages of the text? If they can do all these things they can write with movement anything which they can visualize. They know all the letter forms when they come to you. So, if they can follow the steps outlined on the first fifteen pages, they can write all the letters of the alphabet with muscular movement. Do they know that they can do this? Those first fifteen pages are all there is to it. The rest is just a matter of more accurate images and better muscular control. Those few pages put much emphasis upon position. Yet, I saw a class the other day who did not even know that they were expected to hold their pencils in the positions shown at the top of each page.

Suppose you test your class tomorrow. First see if they follow all the steps outlined on the first fifteen pages of the text. Next see if they maintain these positions and write all the small and capital letters in proper order. Then

see if they can still maintain these positions while they transcribe a short sentence from print to script. If they can do these three things they are ready to use their writing for other purposes. But they will need your guidance, inspiration and encouragement constantly.

## NATIONAL ASSOCIATION OF PENMANSHIP SUPERVISORS

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that is, it seems to tell so accurately what really happened. I have found myself already making verbal reference to several of the papers in the report, and also to points discussed as reported in the pamphlet. Dr. Freeman's advice and comments were helpful, and they are preserved for us in the report. The more cosmopolitan the Association becomes the more varied the contributions will become, and therefore more conducive to the growth of the members.—Alice E. Benbow, Trenton, N. J.

Our Tenth Anniversary Meeting was the most profitable, pleasurable and inspiring in the history of our Association. We all came home feeling it was good to have been there. Each paper was presented in a forceful, convincing manner, and supplemented by general discussions which were worth while, and added spice to the phase of the work under consideration.

Dr. Freeman, our guest, gave us a real treat in the able and scholarly paper he presented. We are assured that Dr. Freeman is our friend, and that his interest and investigation in our subject is of inestimable value to all who are seeking the best methods and greatest progress in the teaching of penmanship.

To be able to read the complete and splendid report of our Tenth Anniversary Meeting means much; but as you read to be able to recall the face and inspiration of the speaker as it was presented, greatly enhances its value. It enriches one's life to personally know such men as Dr. Freeman and others whom we meet at our National Association. Men and women who have really done worth while things in giving us better and more practical methods, and through surveys and experimentation have aided us in solving some complexing problems.

I consider my membership in our National Association one of the best investments ever made in the professional field. I trust every supervisor in the United States, and all others who are interested in penmanship, will join us and help us to attain the high standard for which we are aiming. "In union there is strength." Join now. Do not delay.—Laura Jane Breckenridge, Lafayette, Ind.

I have never enjoyed a Convention as much as the one in St. Louis, and I don't believe there ever was a better planned one. Dr. Scott, our Superintendent, thinks the reports of the Tenth Anniversary Meeting is a fine one.—Miss Florence Smith, East Orange, N. J.



Certificate winners in the Berea, Ky., College, I. H. Long, instructor.

### THREE MASTER CRAFTSMEN By C. T. Cragin

Since I began teaching a good many years ago in the old Bryant & Stratton Business College owned by that eccentric genius, George A. Gaskell—then perhaps the best known penman in America through his extensive advertising of the Gaskell Compendium—I have met a good many of the Master Craftsmen of pen and ink, most of them have passed on to the "great majority," though a few old timers like Schofield and Flickinger—finest of them all—still remain on this side of the veil.

I have been quite intimately acquainted with three who are admitted head-liners in Chirographic Art and in this, my first contribution to the Business Educator, after a long period of illness, I wish to pay tribute to them in the order of their passing.

#### L. Madarasz

I think it will be readily admitted by all who know anything about the art of fine writing that Louis Madarasz never had an equal for dashing, brilliant, offhand work done with a pure muscular movement. "Maddy" was a queer genius. I remember well the first time I ever saw him on the streets of Manchester. He had just blown in from Texas via Rochester, N. Y., where he had spent a short period in the R. B. I. He wore a broad brim hat and looked like one of the Texas rangers slightly dressed up for the East, but he could write then and he came to Gaskell for inspiration, for he, like thousands of others, had bought the "Compendium" and adopted the dashing style of Gaskell, who in his day was a superb ink slinger.

I never saw anybody quite like this odd Hungarian. He was always about to make fabulous sums of money in various unique methods. The last time I saw him, a few years before his death, he was headed for Goldfield, Nevada, where he was going to dig vast quantities of yellow metal and enrich Dennis, myself, Healy, and perhaps other friends of his. Healy and I one day had a 'possum dinner with Madarasz and his devoted and charming wife. "Maddy" cooked the 'possum himself, and it was good. He didn't catch it on the east side of New York where he was living at that time, but some friend sent it up from Texas and "Maddy" cooked it to the accompaniment of his endless cigarette. He had nerves of iron. They say cigarettes shake a penman's nerves, but Madarasz smoked all the time when he wasn't in school, except in the few hours he devoted to sleep, and I imagine he went to bed with a cigarette burning.

Death didn't come suddenly to this best of offhanders. He knew he was doomed years before the grim messenger tapped him on the shoulder and said "Come", but almost up to the day of his death he wrote just as well as ever in that same flowing, graceful, dashing manner. You couldn't think of death and Madarasz's penmanship in the same connection, it was all-live.

#### C. P. Zaner

The second, and in many respects the most talented of these three master craftsmen was the lamented editor, for many years of this publication. Seventeen years ago I received a letter from him, asking me to contribute to the Business Educator, and I have inflicted a lot of stuff on that publication from that time until this. I met Mr. Zaner personally only a few times at teachers' conventions, where his charming wife generally accompanied him, but we had a good deal of friendly correspondence, and I felt that I knew him well, and was terribly shocked when, lying in the hospital recovering from a short illness, news came to me of his tragic death. The whole penmanship world was deeply grieved, for Zaner was a man one had only to know in order to love him, and the better you knew him, the stronger that feeling of affection grew, and he was no fair-weather friend.

I said in opening this paragraph that he was probably the most talented of the "Three Master Craftsmen." Madarasz and Dennis were unrivalled in their special fields, but Zaner could flourish beautifully. His ornamental writing was superb, and more than that he was an artist and painter of no mean skill. I have a little wash-water color painting of a scene near Columbus. It hangs on the walls of my luxurious apartment of one room, and could not be purchased for a considerable sum of money even though I have a big hospital and doctor's bill to be paid. The Zaner Text Books, too, were carefully and skillfully put together, and themselves make a creditable monument to the memory of this man who trained so many supervisors for practical work in the field of good writing. There was nothing showy about Zaner. There is nothing showy about most master craftsmen in any profession. The man of high abilities and fine intellect generally realizes how much, even at his best, he lacks of perfection, and is modest in high degree, as was this kindly gentleman, held in affectionate memory by all who knew him.

#### William E. Dennis

I was twenty-two years old when I entered the employ of George A. Gaskell, principal and owner of the Bryant & Stratton Business College, Manchester, N. H. I was lean, and long, and thin; so thin I didn't even cast a shadow except on very bright, sunny days. I climbed four long, crooked and very dirty flights of stairs to reach the rooms occupied by the B. & S. B. C., and as Gaskell showed me into the large school room where I was to be master of ceremonies for the next two years, I saw at a table, folding papers, a couple of young fellows a few years younger than myself. One was the subject of this paragraph of my sketch of "Three Master Craftsmen." He wasn't bigger than a "pint of cider", to use a New England expression. I thought at first he was only a little boy, but he was nearly my own age. The other, almost as thin as myself, was

very different in appearance from the portly A. N. Palmer of today.

From that time in the far-distant past, to the day in June of the present year when Dennis joined the "great majority", he had been an intimate friend of mine. I probably knew him as well as anybody gets to know another; and every year and sometimes oftener, as we grew older, we have managed to meet for a talkiest either at his rooms in New York or at mine in Holyoke.

Dennis was born at Derry, N. H., not Manchester, as most of the sketches of him relate. He came in from this little country town a few miles out, to get inspiration from Gaskell, and he got more of it than any other pupil of that brilliant but erratic genius who didn't give out much inspiration unless he took a liking. He had purchased a Gaskell's Compendium, made remarkable improvement in his already pretty good work, and Gaskell had published his name in the "Before and After—using Advertising" which he was one of the first to use.

Young Bill, as we called him, had just struck his "stride" when I came to Manchester, and it was some stride, too. He flourished amazing specimens of all kinds of birds, beasts and creeping things; nothing in the heavens above nor on the earth beneath, nor in the waters under the earth escaped the pen and ink of young Bill Dennis. They were not very finished productions then, not the high art of Henry Spencer or Flickinger, but he had the dash, the life, the vigor and the accuracy of spacing and shading that in later year made Dennis's flourished work supremely good.

I think the youngster would have perished for lack of food and sleep if we others, Gaskell, Palmer and myself had not occasionally pried him out of his chair and sent him out to get food and drink and at night a few hours of sleep. If anybody thinks it is play to become such a workman at Dennis, Madarasz or Zaner, get the idea out of your system. There are lots of people who are natural penmen, artists, musicians; but you don't become a Dennis, a Messonier, or a Paderewski without a large amount of downright hard work, and this young fellow did it. He was a marvel of industry in the two years I knew him at the school, and then he went with A. R. Dunton and learned a lot from that rough genius, who had a superb vocabulary of words not found in the dictionary.

Dennis had little education, but he went to the Bryant & Stratton Business College of H. E. Hibbard of Boston, another rough but warm-hearted leader in Commercial Education. Then followed an itinerant tour of the country, which, Dennis told me, didn't add to his moral or intellectual standing. He wrote cards. It was an easy matter to pick up five dollars or so in an hour or two, for he could do dashing card work and do it like lightning, and it was just as easy to spend the five dollars in a manner that would not be approved by

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## COLLEGE HUMOR, JOKES, ETC.

By O. A. Hoffmann

Hoffmann's Milwaukee, Wis., Business College

She: "What makes the leaves turn red in the Fall?"

He: "They are blushing to think how green they have been all summer."

### A Close Play

"A man on third, two down," he said, "We'll have to work the squeeze."

"But, Tommy dear, don't do it here, 'It's too much public, please.'"

### Advertisement for Laundry

Don't kill your wife; let us to the dirty work.

### Bonehead

Instructor: "Mr. Smith, kindly name the bones of the skull."

Student Smith: "Well, sir, I've got them all in my head, but I can't think of their names just now."

"My daughter sprang from a line of peers," said the ardent father.

"Well," said her beau, "I jumped off a dock once myself."

### Playing Safe

The stingy farmer was scoring the hired man for carrying a lighted lantern to call on his best girl.

"The idea!" he exclaimed. "When I was courtin' I never carried no lantern; I went in the dark."

"Yes," said the hired man, sadly, "and look what you got."

Sam (on outside, looking in): "Look heah, niggah, is yo' in fo' life?"

Rastus (on inside, looking out): "Not me, I ain't, jes, fum now on."

### Try Georgette

"So, you are the music professor?"

"Yes, I wrote Annie Laurie—but she never answered me."

Wash off your neck, Cuthbert, your collar's getting too small.

### Daily Maxim

Let us be true. This is the highest maxim of art and life, the secret of eloquence and success.

### Gems of Thought

To give happiness and to do good, there is our only law, our anchor of salvation, our beacon light, our reason for existing. All religions may crumble away; so long as this survives we still have an ideal, and life is worth living.

"I want to be procrastinated at de nex' corner," said the negro passenger on an electric car.

"You want to be what?" demanded the conductor.

"Don't lose your temper, sah. I had to look in de dictionary myself before I found out 'procrastinate' means 'put off.'"

### That Wasn't Her Name

Student: "Sir, I want permission to be away three days after the end of vacation."

Dean: "Ah! You want three more days of grace?"

Student: "No; three more days of Gertrude."

Prof. Abraham Lincoln Williams: "Ulysses! Am 'pants' a common noun?"

Ulysses S. G. Adams: "Pants am a common noun, Professa'."

Prof. A. L. W.: "How come, on-common noun?"

U. S. G. A.: "Becoz, Professa', pants am singula' at de top an' plooral at de bottom."

### THREE MASTER CRAFTSMEN

(Continued from page 20)

any Sunday School Superintendent.

He came back East after going as far as the Mississippi in the West, and for a short time he was with Pierce of Philadelphia, where he had some penmanship classes but was not a howling success as a teacher of penmanship, and Wright of Long Island had him with similar results. Then, a good many years ago, he began business as an engrosser in Brooklyn, where the remaining years of his life were passed in building up a business which at the time of his death was yielding him a very good income.

Dennis, during his first year in Brooklyn, had some classes in Y. M. C. A. and City Night School work, which helped him greatly to get a start. He soon attracted the attention of those who wished resolutions engrossed, and he always had, after his work was known, a large and profitable business in filling out diplomas. He worked with amazing rapidity. I never saw anybody who could slash off German Text, Old English, Church Text, or anything in the engrossing line with the same speed and dash. He could not do the absolutely accurate work of his afterwards partner, Baird, but in offhand flourishing, bold dashing, all-alive work, neither John D. Williams, the old-time wonder of the Bryant & Stratton Chain of Business Colleges, nor George A. Gaskell, who was the superior of Williams, were in the same class with Dennis.

Your September number gave some superb specimens of his work, and your October number has a German Text alphabet and a little bit of flourishing that are fine specimens of the all-alive work of this—best of all the flourishers. That kind of work is not so much in vogue as it was when I entered Business College wrote a good many years ago. Then, a man wasn't considered fit to run a Business College unless he could flourish an antelope, gaily leaping from the rocky shores of Newfoundland across the Atlantic towards Pennsylvania.

You can hide a good deal of slovenly work in these flourished specimens, but

you won't find any of it in the specimens of "Bill the Bug," as he always signed his humorously illustrated familiar letters that he sent to me from time to time. His command of the pen in his best day, when he yet was full of enthusiasm for such work, was wonderful. For the first thirty years of his life his idea of High Art was simply offhand flourishing, but after he reached New York and began to see what real art was, he changed his views considerably and became greatly interested in the art of the great painters, whose work adorns the walls of the Metropolitan Art Museum, greatest museum of the world. We have spent many happy hours studying the great paintings of old masters and young masters and middle-aged masters that are to be found on the walls of that great institution, and Dennis had fine taste for these masterpieces.

He was an enthusiastic lover of nature, where the finest pictures in the world, painted by the great Master of us all, are spread out all over the world for those who know enough to appreciate them.

Every year, after the rush of diploma filling was over, he spent a couple of months, July and August generally, among the hills and vales of his native New England, and New Hampshire, his birthplace and mine, is the Switzerland of America with beautiful landscape everywhere. He liked to tramp through this region and when he was in the field, postcards flew thick and fast with views of rare beauty. The last time I saw him he was in excellent health, on a tramping tour, and he told me that he expected to live to be anywhere from 96 to 110 years of age, but "you never can tell." It doesn't make any difference what you expect; when you are sent for, you have to go, and I have no doubt that the rush of work which came to him in May and June of this year kept him worked far beyond his strength. He had a habit of working all night when a rush came. He had a splendid helper, Mr. Lowe, a Korean, who had a habit of working all night when there was a rush, and Lowe died just as Dennis did, after two or three days' illness of pneumonia developing from a cold.

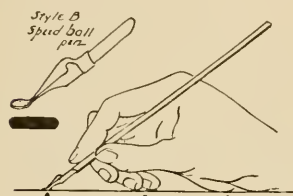
Dennis was a good man to have for a friend in time of need. Many a tramp card writer or itinerant penman found him an oasis in a financial desert. He never refused to respond to a touch, even if the applicant had a breath suggestive of Peoria, Ill., in the days before 1919.

It was a great shock to me, when somebody in Providence wrote to inform me that Dennis was dead, after a three days' illness. I expected him around here on his annual summer tramp, but he is only a pleasant and cherished memory to those friend, who like myself are looking towards the sunset. Who knows, in the great "hereafter" hidden from mortal vision, if we may not meet again these "Three Master Craftsmen" of my sketch?



## Show Card Lettering Made as Easy as Writing

By MAXWELL L. HELLER, M. A., LL. B.  
Head of Art Department, Seward Park High School,  
New York City



© 1923 by MAXWELL L. HELLER

I A T C O S S

The various strokes used in the letters

A C S b e f

Showing how letters are broken up into strokes

A B C D E F G H I J  
K L M N O P Q R  
S T U V W X Y Z  
1 2 3 4 5 6 7 8 9 0

© 1923 by MAXWELL L. HELLER

Fig. 2. This single stroke alphabet was made with Style B No. 2 Speed Ball Pen. Follow the order and direction of the strokes indicated by the arrows. The original card was 6x10 inches.

a b c d e f g h i j k  
l m n o p q r s t u v  
w x y z

© 1923

MAXWELL L. HELLER

Fig. 3. These small letters or lower case type were made to match the capitals in Fig. 2 by the use of the same pen. The original was 5x10 inches.

An opportunity for you to learn to letter show cards with a selling punch. You can profitably add Show Card Lettering to penmanship and engrossing work.

### LESSON 1

Haven't you admired the many attractive signs they use in store window displays and on counters?

No matter how much of a dub you may be with the pencil, when it comes to drawing, you can learn how to do a corking good bit of lettering if you go at it as we suggest in these lessons, and are willing to give a little time to practice.

Don't get scared; it won't take much of your time.

We guarantee, if you will give it a trial, you'll like it, and be fascinated with the ease with which good results are obtained.

For sixteen years the writer has instructed young boys and girls in the New York high schools in the art of hand lettering and, in each case, after a few lessons, these young folks have been able to turn out signs that looked quite professional.

Surely, then, you can with a little practice do equally as well, and make considerable money by making signs.

The reason that most people cannot do even a little price card well is because they try to work with brush and paint. These are the most difficult materials to handle, and require years of practice. Even professional lecturers now use the Speed Ball lettering pens and black ink for quick and beautiful results.

The materials are most inexpensive. All you need are: A few sheets of smooth finish bristol board, or any other smooth, non-absorbent paper. A tube of rubber cement. One bottle of good India or lettering ink for 25 cents. And one set of Speed Ball lettering pens, style B, numbers 1, 2, 3, 4 and 5. Price, 50 cents.

Both ink and pens may be had at your stationer or direct from the Hunt Pen Co., Camden, N. J., if you mention the Business Educator when writing.

These Speed Ball lettering pens resemble the ordinary pens except that they have a round flat nib at the ends, which vary in size according to the number of the pen. They also have a reservoir attached which holds enough ink to enable you to make several letters without having to dip into the bottle too frequently.

Note carefully the position of the pen and the hand in the illustration. Hold the pen like any writing pen, but be sure that the nib rests flat upon the paper. Support the hand well so that it rests firmly on the table.

In making the strokes, be care-





Chicago, May, 1920.

Mr. Lester L. Fields,

Prescott, Arizona.

Dear Mr. Fields:

I have your letter of May tenth with enclosure, and in this letter you have a specimen of engraver's script such as is required on high grade work.

Hoping this will come up to your expectations, I am,

Very truly yours,

Willis A. Baird.



Whereas,  
**KENDRICK C. HILL**

of **Trenton, New Jersey**, has for many years enjoyed the confidence and esteem of the shorthand fraternity throughout the country; and

Whereas, He was more than any other person instrumental in the organization and development of the **National Shorthand Reporters Association**;

Whereas, He was unanimously elected its first president in 1899, and was re-elected in 1900 by acclamation, as a fitting recognition of his meritorious services; and

Whereas, The National Shorthand Reporters Association feels that it owes its existence and prosperity in a large measure to his unceasing and unselfish labors in its behalf; and

Whereas, The undersigned Committee were authorized by unanimous vote at the 1901 Convention, to convey to him the sentiments of appreciation and regard felt toward him by the said Association, and its members; now, therefore, be it

Resolved, That the National Shorthand Reporters' Association hereby places on record its full sense of obligation and gratitude to

**Kendrick C. Hill**

for the inestimable services by him to it rendered, and its appreciation of his long and honorable career as a broad-minded, clear-headed, and indefatigable worker for the good of our profession; and be it

Resolved, That this Association wishes further to make public its commendation of his performance of his official duties while its President, and to express the hope that it may in the future still benefit by his counsel and co-operation; and be it resolved, That this Association tenders hereby to

**KENDRICK C. HILL** its sincere best wishes for that full measure of success in business, social, and personal relations, to which his executive and administrative abilities, and his

many admirable attributes entitle him.

The National Shorthand Reporters' Association.

By its President

*James C. Hill*

By its Secretary

*James C. Hill*



By its Committee

*Edna and C. Hill*

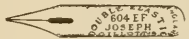
*Edna and C. Hill*



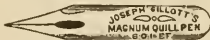
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## BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

**The County School System, How Organized and Administered**, prepared under the direction of Benjamin J. Burris, State Superintendent of Public Instruction. Published by the State Department of Public Instruction, Indianapolis, Indiana. Paper cover, 56 pages.

For the benefit of those who are interested in providing rural school children with the best possible educational opportunities at a minimum cost, the author proposes in this Bulletin, first, to consider what is meant by a county school system, and what are its chief features; second, to ask to what extent the several states have adopted the county as the unit of rural school organization, and what the distinctive differences in the county school systems now in use.

**Basic English**, by I. A. Melendy, Head of Languages, Benjamin Franklin High School, Portland, Oregon. Published by the Practical Text Book Company, Cleveland, Ohio. Cloth cover, 183 pages.

In both method and material it is the product of years of classroom experience with various kinds and conditions of students in business colleges, high schools, normal schools and colleges, and in the night schools of a great city.

In this book an effort has been made to present the essentials of English grammar in a manner as free from technicalities as is consistent with clearness and conciseness. A distinction is made between the fundamental laws of language, which are basic, and the rules of grammar, that are the outgrowth of custom. The author has tried to humanize his subject, and, as far as possible, the atmosphere of the classroom is retained, and the lessons are presented from the point of view of the living teacher in the presence of his class.

**Textbook of Salesmanship**, by Frederic A. Russell, Professor of Business Organization and Operation, University of Illinois. Published by the McGraw-Hill Book Co., Inc., New York City. Cloth cover, 319 pages.

A thorough, common-sense book on salesmanship, presenting practical ideas tried and tested by successful salesmen in various lines.

The book outlines good methods of gaining the interview, of approach, of demonstration, of meeting objections, etc. It shows also the economic justification for salesmanship and the legitimate place of the salesman in the business world.

**Applied Business English**, by Hubert A. Hagar, and **Applied Business Correspondence**, by Rupert P. Sorelle. Published by Gregg Publishing Company, New York. Cloth cover, 144 pages.

In the revision of *Applied Business English* and *Correspondence*, the authors have made an exhaustive study of the various committee reports on the subject of English teaching.

Although there is a marked difference of opinion expressed in these reports, as to what should be included in the secondary school English course, they are all agreed on the "Minimum Essentials" of such a course. A few of these essentials are:

1. A mastery of "Sentence Sense".
2. Plurals of common nouns.
3. Forms of pronouns.
4. Correct use of possessives.
5. Distinction between adjectives and adverbs.
6. Correct forms of verbs.
7. Emphasis on the distinction between the different types of verbs.

8. Agreement of subject and predicate.
  9. Emphasis on correct grammatical forms.
  10. An abundance of drill on the essentials.
- By using these "Minimum Essentials" as a basis for this course, the authors have endeavored further to interpret these various "committee reports" in terms of English for the commercial student.

**Bookkeeping and Introductory Accounting**, by Henry W. Sweeney, A. M., M. S. Published by the McGraw-Hill Book Company, Inc., New York City. Cloth cover, 545 pages.

This text was prepared for a correspondence study course in the University Extension Division of the University of Wisconsin. It represents the final result of three years of trial and re-writing. During that time it was successfully used for correspondence study and class instruction.

The main purpose of this text is to present the subject matter of bookkeeping and accounting so clearly and simply that any intelligent person can understand it without outside aid. It, therefore, the book is carefully studied and its problems conscientiously done, the student should, upon the conclusion of his studies, find himself master of the material in the book. It is by each's self, although requiring enthusiasm and determination, has advantages. It is less expensive, it develops will power, and it permits more rapid progress than is possible in a class, where the slow pupils may retard the progress of the more advanced.

**Visual Education**, by Frank N. Freeman. Published by The University of Chicago Press, Chicago, Illinois. Cloth cover, 391 pages.

On April 1, 1922, the educational committee of the Commonwealth Fund granted to the University of Chicago the sum of \$10,000 to be used, under the direction of the writer, to support a study of educational motion pictures. The experiments, which are reported in the book were made by means of this grant, during the succeeding year. They were carried on in the public schools of Evanston, Illinois; Urbana, Illinois; Detroit, Michigan; Cleveland, Ohio; Joliet, Illinois; and Chicago, Illinois. The authors of the several reports and the editor have joint responsibility, both for the experiments and for the reports.

The table of contents are as follows: Part I: Introduction; Problem and Method of Procedure; Individual Account of the Experiments and Their Results; Final Summary and Interpretation.

Part II: Comparisons of Different Methods of Visual Instruction, by F. Dean McCluskey; A Comparison of Film and Oral Instruction, by E. H. Reeder and Frank N. Freeman; The Relative Effectiveness of Six Forms of Lesson Presentation, by Haddon W. James; Comparison of Six Modes of Presentation of Subject Matter, by F. D. McCluskey and H. N. McCluskey; The Effectiveness of a Motion Picture Film Consisting Largely of Tables, Maps, and Charts, by Frank N. Freeman, E. H. Reeder and John A. Thomas; The Effectiveness of a Motion Picture Used as an Introduction or as a Summary, by A. P. Hollis; The Use of a Motion Picture Film to Teach Position and Penholding in Handwriting, by Frank N. Freeman, Leua A. Shaw, and D. E. Walker; Comparison of Motion Pictures, Slides, Stereographs, and Demonstration in Teaching Handwriting, by F. D. McCluskey and H. N. McCluskey; The Effectiveness of the Film and Demonstration in Teaching Physics, by E. C. Rolfe; The Effectiveness of the Film and Demonstration in Teaching Cooking, by J. A. Hollis; Stereographs and Slides in Teaching Oral English to Foreigners, by Nina Joy Beglinger; Oral and Film Instruction in Health Education, by Carolyn Howard and Edna Keith; Studies of the Content of Educational Films, by H. Y. McCluskey.

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**Readings in Risk and Risk-Bearing**, by Charles O. Hardy, The Institute of Economics, Washington, D. C. Published by the University of Chicago Press, Chicago. Cloth cover, 368 pages.

This volume is issued to provide in convenient form supplemental reading for college classes which use as a text the volume entitled "Risk and Risk-Bearing" published in the same series. The organization of the material is determined by its purpose, the chapters corresponding in title and general content to those in Risk and Risk-Bearing. In selecting the material, the purpose has been to represent divergent points of view rather than to reinforce the conclusions of the text, and to supplement most fully those portions of the text where experience has shown the greatest need of additional material rather than to furnish an independently balanced collection.

**Elements of Cost Accounting**, by Anthony B. Manning, Dean of Faculty, New York Institute of Accountancy and Commerce. Published by the McGraw-Hill Book Co., Inc., New York. Cloth cover, 166 pages.

A simple, yet complete, presentation of the fundamental principles of cost accounting and its connection with the general accounting procedure. The material is presented by means of graphic charts with related explanatory text as well as by a continuous series of connected problem data which are representative of the practical work in a cost department of a manufacturing concern. The book will enable anyone without previous cost accounting experience to grasp the basic principles and procedure of the subject.

**Principles of Accounting**, in two volumes, by H. A. Finney, Northwestern University, Chicago, Ill. Published by the Prentice-Hall, Inc., New York City, N. Y. Cloth cover.

The two volumes of this book are designed as an advanced course in accounting theory and practice. Prerequisite courses should have familiarized the student with the bookkeeping methods applicable to single proprietors, partnerships, and corporations, and to trading and manufacturing businesses.

The material has been divided into two volumes because the advanced course in accounting usually extends over a period of two years. Each volume contains thirty chapters, and each chapter (with a few exceptions) is followed by five problems and five questions. The material has been arranged in this manner to facilitate an even distribution of the work over whatever time may be devoted to the course.

Some of the problems and questions following each chapter are applicable to the subject matter of the chapter; others are intended for review. With approximately three hundred problems and three hundred questions, it is believed that the laboratory material will be adequate. Solutions to problems and answers to questions are available for class use in loose-leaf form.

Much space has been devoted to illustrations. Students do not easily comprehend mere verbal statements of accounting procedure, and it is doubtful whether it is possible to over-illustrate a text on accounting.

**Pitman's English and Shorthand Dictionary**, by The Isaac Pitman & Sons, New York. Cloth cover, 791 pages.

In response to a demand often expressed by users of the Shorthand Dictionary, it was decided to add to the words it contained their ordinary meanings, with occasional notes concerning their origins. It was, in fact, impossible to resist the argument that it is vast! more convenient to use one book of reference than to have to use two, and accomplish the task of making the dictionary complete and self-contained was attempted, and has, it is hoped been accomplished to the edification of those who may refer to it.

In order to keep the volume within reasonable limits, a great degree of economy had to be practiced. Words have a tendency, the result of their handling sometimes by ordinary folk

and sometimes by writers, to pass from their primary and obvious meanings to metaphorical senses. Only in a large and comprehensive dictionary would it be possible to follow every word into a variety of usages, and here this has been done sparingly; for, given one or two of its meanings, any one meeting a word in a connection different from its natural setting would at once perceive that metaphor had been at work upon it, and be able to see how it had acquired this further meaning.

**Crystallizing Public Opinion**, by Edward L. Bernays. Published by Boni & Liveright Company, New York City. Cloth cover, 218 pages.

This is the first time that the profession of publicity of Public Relations Counsel, as it is now being called, is dealt with in a way that relates its actual processes with its aims and its increasingly important place in our public life.

The author, Mr. Edward L. Bernays, heads a large organization engaged in this work and is director of a course in Public Relations at New York University. In writing this book he draws upon an experience that has been international in its scope. To heads of institutions, directors of large business organizations and industries, to advertising men, journalists, to all who have a case to bring before the public, this book will be stimulating and useful.

**Business Letters for Dictation**, by Edwin A. Bolger, Robert P. St. John, and Raymond L. Noonan. Published by Isaac Pitman & Sons, New York City. Cloth cover, 272 pages.

The book aims to furnish the teacher of stenography with ample material for dictation in a course covering at least one year. The letters are arranged in the order of stenographic difficulty. The early pages of the book contain a large number of simple letters, intended for students who are just beginning to take dictation in unfamiliar matter. The book will, therefore, be found suitable for use in classes that have just completed the shorthand theory. The chief respect, however, in which the editors believe that this text is superior to some other collections for dictation that have preceded it, is that each letter included in the volume is offered as a suitable model for business correspondence.

**Managerial Accounting**, by J. O. McKinsey. Published by The University of Chicago Press, Chicago, Ill. Cloth cover, 635 pages.

Accounting from the manager's point of view is new. This is the first book on the subject to be so organized. It is based on the assumption that all business administrators, actual or potential, should have a basic knowledge of accounting, and that accounting is primarily an aid to the solution of business problems. Mr. McKinsey, then, presents accounting not as an end in itself, but as a means of obtaining information which can be employed in administrative control. The whole conception is an important step in the mutual understanding of business executive and accountant.

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A magnificent certificate 8½x11 in. by C. W. Norder, Pittsburgh, Pa. It was printed in three colors. The initial letters C, in Chamber and Commerce, P in Pittsburgh and A in Award were printed in gold. The monogram and design in the center was in a gray, and the rest of the design was in black. This piece of work contains many suggestions.

#### BACK NUMBERS

We can furnish you the following back numbers of The Business Educator: Sept. 1920 to June 1921; Sept. 1921 to June 1922; Sept. 1922 to June 1923; Sept. 1923 to June 1924.

Not many sets left. Order now at \$1.25 a set.  
The Business Educator, Columbus, Ohio.

#### MENTAL MEANDERINGS

(Continued from page 17)

us, at least, let us hope, not for years yet.

Some years ago, in the course of an appreciative article written for the EDUCATOR, I took occasion to refer to our old friend as "the Sage of Holyoke." Whereupon, certain saucy young ladies who were teaching with him, made merry, and wanted to know whether he was the same kind of "sage" they used down in Massachusetts to make stuffin' for the Thanksgiving turkey. Well, something like it, if you ask me. For that same sage is the chief thing to make the stuffin' tasty, and leave a flavor that lasts, and that is just the thing that our dear old Sage of Holyoke is doing for the stuffin' that goes into our EDUCATOR. And here is a good place for me to slip in the suggestion that all of us, this Christmas, remember him with the very cheeriest holiday greeting card we can get hold of, and along with it wish him many "happy returns" both of the years and his charming stories.

*Specimens*

*Some of my penmanship.*

*Am to improve now.*

*Use a good motion here.*

*R. W. Carr.*

Supervisor of Writing, Parkersburg, W. Va.



# DESIGNING & ENGROSSING

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Send self-addressed postal for criticism, and stamps for return of specimens.

**Brush Work** A very simple outfit will do for beginners, consisting of two sable brushes, numbers 4 and 7, one-half pan each of Payne's grey and lamp-black, 3-ply cardboard, kid finish or heavy drawing paper. An engrosser's outfit, however, must consist of a drawing board and T square, ruling pen and various sizes of coarse and fine pens, and Zanerian India ink. In addition to the articles named quite a variety of water colors are necessary, also shell gold or gold leaf. Always make it a point to obtain the best materials to insure the best results. If you do not have a color box buy two or three porcelain saucers for mixing color.

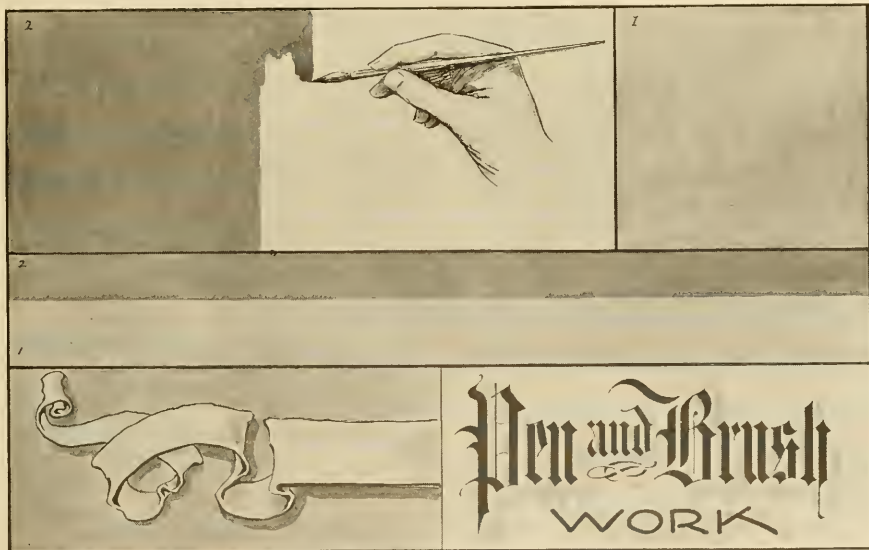
Lay off spaces as shown in copy, then mix lamp-black with just enough Payne's grey to give the washes a bluish tone. You are now ready to proceed with the brush work. Begin with space marked "1", by laying off several squares of equal size and aim to cover the spaces with a light, transparent wash, with your brush well filled with color at top of square and with your drawing tilted sufficiently to allow the wash to run downward. Remember to use plenty of color to insure a transparent wash free from spots and blemishes. Add more color from pan when a deeper tone is required and more water for the lighter tones. Space marked "2" shows a wash of a deeper tone. Add the light washes first. Carry light tone in oblong space marked 1 and 2 over entire space first, and when this wash is completely dry add the dark strip at top. Much practice will be required before you can obtain clean, transparent washes, so do not become discouraged if your first attempts are

failures. One of the faults of beginners is to use too little color, and let us say right here that chances for failure by using too much color are small as compared to using too little.

The ribbon and lettering in lower panel should not be attempted until you have mastered in a degree the above named principles of brush and color handling. Water color is a difficult medium owing to the fact of its drying and leaving hard edges, producing muddy tones, etc. Use color freely—always start at top and move brush downward, carrying a puddle of color with it. This method should leave a clean, transparent tone, so desirable and absolutely necessary for engrossing purposes.

The shading on words "Pen and Brush Work" may be outlined if you do not feel sure of yourself, but this is not necessary after a certain amount of practice.

Send us your work for criticism and suggestions.



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*Robert G. Sullivan*

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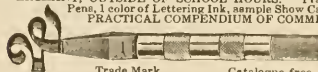
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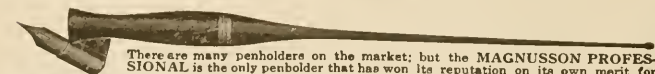
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### GREGG TEACHERS MEET WITH STATE TEACHERS ORGANIZATION

The joint meeting of the Shorthand and Typewriting Round Table of the New York State Teachers Association, and the New York City Gregg Shorthand Teachers' Association held a very interesting session November 1, in New York City. More than two hundred teachers were there and discussed problems common to all. All stenographic teachers in that part of the country should plan to be at the next meeting if they wish to keep up-to-date in their work.

H. E. Alsup of Nevada, Mo., is the new head of the Commercial Department of the Ottawa, Kansas, High School.

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AT A MEETING OF THE

# Board of Aldermen

OF THE CITY OF PATTERSON, N.J.

HELD OCTOBER 18, 1901.

THE FOLLOWING  
Preamble and Resolutions  
WERE UNANIMOUSLY ADOPTED:

WHEREAS, It hath pleased Divine Providence to remove by death  
OUR HONORED AND RESPECTED FELLOW MEMBER,  
**ALDERMAN JOSEPH S. LANG.**

who during his life became known for his untiring energy, noble traits and uprightness of character and in his official capacity was ever mindful of the duties connected therewith and in his life of usefulness bestowed no false pride, vanity or conceit to gain the respect and applause of his fellow men, but devoted in lantern those qualities of heart and mind which attract and win the confidence and esteem of men.

Resolved, That while recognizing the loss sustained through the death of such a worthy member and respected citizen we bow in humble submission to the will of "He who doeth all things well," and while so doing we also extend into the members of his bereaved family and relatives

**OUR SYMPATHY**

and also the assurance of our belief that his was a life well spent.

Resolved, That these resolutions be spread in full upon the minute book of the Board of Aldermen and the members of the Board of Aldermen be provided with the officers of the various departments of the City Government and a copy of these resolutions duly engrossed be forwarded to the family of the deceased.

Committee.  
John Douglas, William Wilson, John Wright





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J. H. Walker of Berkeley, Calif., has recently accepted a position with the United Christian Missionary Society of St. Louis. He will have charge of the office work of the Survey Committee.

Mr. Richard Vipan of Fredonia, N. Y., is a new shorthand teacher in the Youngstown, Ohio, Business College.

Miss Anna C. Brooks of Newburyport, Mass., a recent graduate of the Salem, Mass., State Normal School, is now teaching commercial work in the Franklin, Mass., High School.

Mr. M. J. Scott of the University of Illinois has been appointed Assistant Professor of Business Administration of Texas Christian University, Fort Worth.

John S. Griffith, who contributed a course of lessons in The Business Educator some time ago, is quite a penmanship enthusiast. A club of forty subscriptions has been received from his students.

Mr. J. W. Johnston, New Arts Bldg., Rochester, New York, desires the services of a number of penmen to write samples for him with white ink. Those whose desire to secure a little side line work should get in touch with him.

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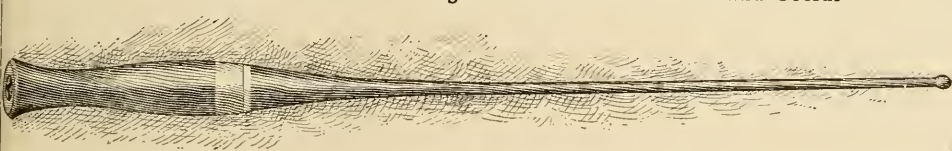


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Many have pronounced it to be the most beautiful and perfect penholder ever manufactured. It is not the result of a moment's fancy, but a development by one who has made a study of penholders and of penholder manufacture for a period covering many years.

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All of this has been done in the face of strenuous competition, some of which has been pronounced by many persons to be decidedly unfair. We refer to such competition on the part of a few competitors as the holding of free teachers' meetings in the State ostensibly to benefit the cause of better handwriting because of their interest in and love for the pupils of that State, but which in reality were disguised promotional meetings for a handwriting method, the object being to discredit and

displace the Zaner and Bloser Method. The good people of California readily saw through these schemes and demanded the re-adoption of the Zaner & Bloser Method, knowing that it has been tried and not

found wanting. They know it is a safe and sane method not promoted by pretense or by exaggerated claims, but that our appeal to them was based solely on the results it is securing. Since California first adopted the Zaner and Bloser Method of Writing, Arizona, New Mexico, North Carolina and Georgia have also adopted it, as well as numerous cities and towns. New York City has placed it on the approved list

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October 17, 1924

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Vol. XXX

JANUARY, 1925

Number 5

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Abbreviations of states, months, railways and commercial terms are given in regular lesson form, and grouped alphabetically. We regard abbreviating of almost equal importance with spelling.

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"I have been impressed with the extensive tabulating exercises. The lack of sufficient practice work along this line has been one of the great weaknesses of most typewriting texts. The dictation and copy material has been well selected; it is interesting and instructive; and, above all, it is good English. The Loose-Leaf idea should certainly aid in keeping the class together. To my mind anything that furthers class instruction in typewriting furthers teaching efficiency. I congratulate you on publishing this much-needed material."—R. G. Walters, Head of Commercial Department, Grove City College, Grove City, Pa.

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# The Business Educator

LUPFER

VOLUME XXX

COLUMBUS, OHIO, JANUARY, 1925

NUMBER 5

## AN UP-TO-DATE BOOK ON SUPERVISION

Have you seen the report of the last meeting of the National Association of Penmanship Supervisors? If not you should have a copy. In it you will find an up-to-date discussion of the various problems that a supervisor must meet.

For example, three well known supervisors discuss the best method of teaching writing in primary grades. Dr. Frank N. Freeman of the Chicago University discusses "Some Present Day Problems in Handwriting Instruction." There is a discussion of handwriting in the Junior High Schools by a Junior High School Principal. All these and other papers were discussed by the members present and the report of this discussion is given also.

This report is furnished free to members of the association. The membership fee is only \$1.00 a year. The association needs the \$1.00 worse than you do, and you will benefit from your membership and enjoy the report. You may send your enrollment to the Secretary, H. C. Walker, Supr. of Writing, St. Louis, Mo., or the Treasurer, Arthur G. Skeels, Supr. of Writing, Columbus, Ohio.

## SEE WHAT OTHERS ARE DOING

I am sure we shall profit from the exchange of literature which will come through our being placed among your exchange list of schools.

J. F. Fish,  
Northwestern Business College,  
Chicago, Ill.

## ALPHABET SENTENCE

A Beautiful Christmas Day Every-one Feels Grateful and Happy. Instilled Joy is in Kind, Loving Men. Now Offerings are Proffered in Quantities. Religious, Solemn Thoughts Utterly Vanquish Wickedness with Xmas and Yuletide Zeal.

Composed by Darrell McIntire, a student in the penmanship class at Monrovia (California) High School.

## THE BUSINESS EDUCATOR

Published monthly (except July and August)  
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E. W. BLOSER - - - - - Editor  
HORACE G. HEALEY - - - Contributing Editor  
E. A. LUPFER - - - - - Managing Editor

## DOES PENMANSHIP PAY?

We will never forget the time when that question was once asked Mr. Zauer. He had finished delivering a lecture on penmanship to a large body of penmen and commercial teachers. What do you think his answer was? "Yes, it does if you make it." The writer has thought of his answer many times. Then it seemed somewhat curt and cruel; but, of course, it was not given or meant in that way. I believe that it was about the best answer that it is possible to give.

Of one thing we can depend upon; it is that ability in penmanship work is recognized and rewarded to as great an extent today as it has ever been in the past, if not more.

As is quite generally known, supervisors and special teachers are in demand during the summer to conduct summer sessions in the work varying from four to six weeks. At present, penmanship is taught in many summer schools and, judging from the demand, undoubtedly more schools will include this branch in the near future. By teaching in summer schools many supervisors or special teachers of writing add a nice sum to their income. As an

instance, we just learned of one well-known supervisor on the Pacific Coast who signed a contract to teach next summer for six weeks at \$100.00 a week; and he is to teach but one hour a day. Perhaps this is a larger salary than that of any other summer school instructor regardless of the subject he teaches.

This supervisor is receiving a good salary for his work during the regular school year, and the result of his summer work added to this will make him a handsome salary for the year.

Now, has it paid this supervisor to remain in the work and do his best? Has penmanship paid him? Has he made it pay? If he had become discouraged some years ago and had given up the work before he acquired his present reputation as one of fine ability in it, what do you think his answer would have been? It is likely it would have been in the negative, would it not?

The opportunities for Special Teachers and Supervisors of Penmanship are undoubtedly very promising for persons who incline toward penmanship and who are willing to give it the necessary time and attention to make it a success.



By W. E. Dennis

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The Business Educator is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy much reach our office by the 10th of the month for the issue of the following month.



# Modern Business Penmanship

By JAMES E. BROWN, Boise, Idaho

Students desiring criticism should send their copies with 10c each to Mr. James E. Brown, P. O. Box 1181, Boise, Idaho, each month. This is an excellent opportunity for you to secure high class criticism.

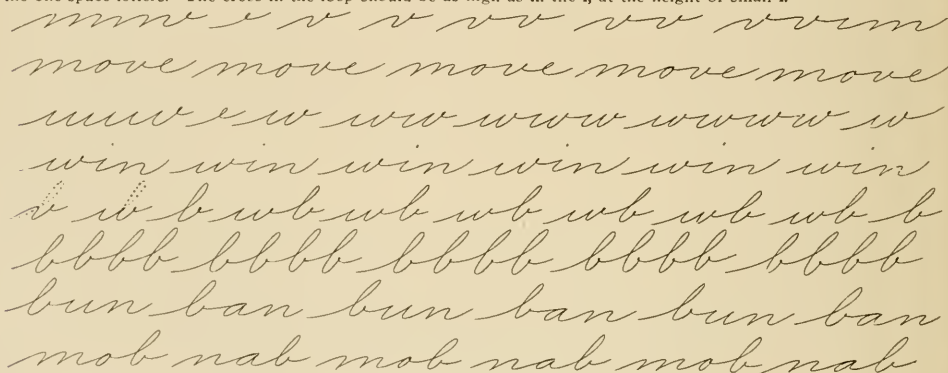
## LESSON TWENTY-NINE

Before practicing these copies study closely the final stroke in **v** and **w**. At first sight one might see the finish as a dot followed by a horizontal right curve. This is in effect true, but the manner of making the dot is important. It is made with circular motion and is not a definite stop as would be a dot. It is a circle so small that it is closed. Learn how to make this principle, as it is used in several letters. They are **b, o, r, v** and **w**.

Make the first downstroke in **v** on the proper slant. Do not slant it more than the downstrokes in the other letters. The **w** is not difficult. Finish it exactly like **v**. Do not make it too large as is the usual tendency of students.

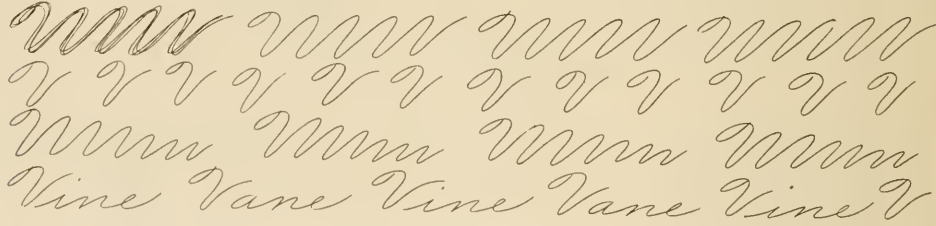
## LESSON THIRTY

The **b** is a combination of **l** and **v**. Avoid too much slant in the upper part and keep the finish away from the loop, i. e., keep the lower part open. Letters must harmonize in size. The lower part of **b** should be just as large as the one space letters. The cross in the loop should be as high as in the **l**, at the height of small **i**.

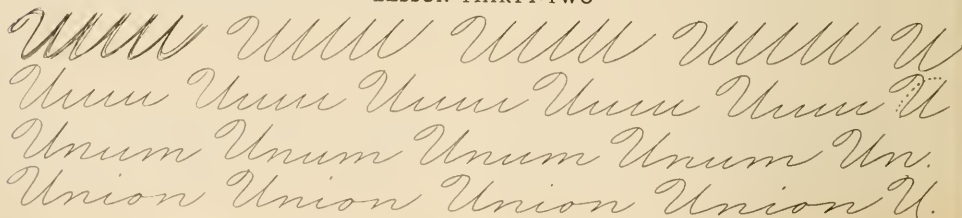


## LESSON THIRTY-ONE

Here we have a new principle to master. It is a compound curve both down and up. Keep it on the proper slant. You can test this by making some straight line exercises beside or over it. Practice faithfully for several days before you leave this principle because it is not easy. Your movement and quality of line will improve considerably if you follow this direction. Don't permit yourself to use any finger movement in this and don't shade your downstrokes. There are no angles in this exercise. The loop is like that in **M**. Count 1-2 for **V**, and finish at about three-fourths the height of the letter.



## LESSON THIRTY-TWO









# Business Penmanship

By OLIVE A. MELLON

Supervisor of Handwriting, McKeesport, Pa.

Send Miss Mellon two pages of your practice work with 10c and she will criticize and return your work

## INTRODUCTION

The work in this installment completes this course of lessons. Those who have followed this course may write a copy of **Plate 34** and mail it to the Zaner & Bloser Co., Columbus, Ohio, where your work will be criticised in view of a Business Educator Certificate.

I hope all my students have derived as much pleasure and profit from the practice of these lessons as I have in the preparation of them.

### PLATE 31

**Drill 1.** This is the direct oval made one space high. Swing the ending stroke outward then let the following oval touch the ending stroke, producing a connected appearance.

**Drill 2.** After making the direct oval, place a small ellipse in the center and connecting two ovals. Count six or eight for this exercise.

**Drill 3.** This will furnish a review of all capital letters and a number of small letters. Practice the capitals many times before attempting the words.

" O O O O O O O O " O O O O O O O O O O  
 America Beaver Canton C C  
 Danville Emsworth Freeport  
 Geneva Hanover Indiana I I  
 Japan Kenwin Laverne Miami  
 Nineveh Owosso Potomac P  
 Quentin Ravenna Savannah  
 Tacoma Uniontown Vienna V  
 Winston Xerxes Young Zaner

### PLATE 32

This plate is entirely given to figures. The full space figures may be used as tracers if desired.

The variety of sizes shown here will afford splendid practice; also the different arrangements.

**Figure 1.** Be careful to make all strokes on the same slant. This may seem simple but it requires close observation to make all strokes the same in height, slant and spacing. Do not let the strokes extend below the line. Make some strokes one full space high and retrace.

**Figure 2.** It is customary when making a large figure 2 to begin with a loop. Small ones may begin with a dot or blind loop. Rest the point on the line but raise the ending stroke off the line. Count 1-2.

**Figure 3.** Begin the same as figure 2. This figure requires considerable curve. Be careful to swing the ending stroke far enough to the left so as to show main slant with the beginning loop. Count 1, 2, 3.

**Figure 4.** The body of this figure is deep. The stem is short. Watch that the horizontal stroke does not swing upward. Count 1-2-3.

**Figure 5.** Begin 5 with a short slant stroke. Curve to the right and end the same as 3. The cap of this figure must fit closely on the head. Count 1-2-3.

**Figure 6.** This figure may begin a trifle higher in the space than the other figures. Do not allow the loop to tie to the back of the figure but make it stand alone. Try to make all loops the same in size. Count 1-2.

**Figure 7.** Begin with a slight downward stroke then move to the right a short distance, and finish with a main slant stroke extending below the line. Always keep this figure narrow through the top. Count 1-2-3.

**Figure 8.** Eight resembles the letter S. The S part of the figure is made first. Be careful to curve the down stroke much more than the up stroke. Count 1-2.

**Figure 9.** Begin 9 the same as small a and finish like 7. The body part of this figure is the same depth as figure 4. Extend the finish stroke below the line. Count 1-2.

**Figure 0.** Begin with a curved stroke and be careful to close at top. Make this figure plenty broad enough. The 1-2 count is often used.

1 2 3 4 5 6 7 8 9 0

1 2 3 4 5 6 7 8 9 0      1 2 3 4 5 6 7 8 9 0

1 2 3 4 5 6 7 8 9 0      1 2 3 4 5 6 7 8 9 0      1 2 3 4 5 6 7 8 9 0

1 2 3 4 5 6 7 8 9 0      1 2 3 4 5 6 7 8 9 0      1 2 3 4 5 6 7 8 9 0

1 2 3 4 5 6 7 8 9 0      1 2 3 4 5 6 7 8 9 0      1 2 3 4 5 6 7 8 9 0

|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 12 | 34 | 56 | 78 | 90 | 21 | 43 | 65 | 87 | 91 | 14 | 36 | 58 | 79 | 67 |
| 12 | 34 | 56 | 78 | 90 | 21 | 43 | 65 | 87 | 91 | 14 | 36 | 58 | 79 | 67 |
| 12 | 34 | 56 | 78 | 90 | 21 | 43 | 65 | 87 | 91 | 14 | 36 | 58 | 79 | 67 |
| 12 | 34 | 56 | 78 | 90 | 21 | 43 | 65 | 87 | 91 | 14 | 36 | 58 | 79 | 67 |

|     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 123 | 456 | 789 | 123 | 456 | 789 | 012 | 345 | 678 | 901 | 234 | 567 | 890 | 123 | 456 | 789 | 012 | 345 | 678 | 901 | 234 | 567 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|

PLATE 33

This is my wish for you for the coming years. You will enjoy practicing this not only from the penmanship standpoint but for the fine sentiment it conveys.

*My Wish.*

*May the joys you have scattered  
in Twenty-four*

*So very far and wide  
Come back to bless you in  
Twenty-five*

*Many times multiplied.*

A B C D E F G H I J K L M  
N O P Q R S T U V W X Y Z

1 2 3 4 5 6 7 8 9 0.

a b c d e f g h i j k l m n  
o p q r s t u v w x y z.

*This is a specimen of my writing  
after practicing the lessons pre-  
pared by Miss Mellon and striving  
for a Business Educator Certificate.*





## Supplementary Business Writing

By C. C. Lister, Maxwell Training School for Teachers, New York City.

### Blackboard Writing

The purpose of blackboard writing in teaching penmanship is to show pupils what to practice and how to practice. All work therefore should have these two special aims in view.

There is no other means so economical and convenient whereby an entire class may be instructed and enthused as by the blackboard. It is therefore worth while to become proficient at it.

It is well to remember that all classes are made up of three types—those that learn mainly through their eyes; those that acquire knowledge mainly through their ears; and those that depend upon both.

It is much easier to write well upon the blackboard than upon paper. The reason is that it is larger and therefore less exacting and delicate. It requires a good knowledge of form and a moderate amount of skill.

Since skill in blackboard writing is secondary to knowledge, it goes without saying that no teacher has a valid excuse for not being able to write well upon the blackboard.

*Free* Sacramento, Cal. Dec. 1902.  
 Received of Henry Foreman  
 Eight Hundred Dollars  
 to apply on account.  
 L. B. Cannon.

By C. C. Canan who was one of the finest penmen, and this is one of his best specimens.

*H. F. Flickinger*  
*C. M. Porter*  
*J. C. Suffer*

By Ross Garman, Akron, Ohio.

*C. C. Canan*

By F. A. Hatchet, Benton, Ill.

*d d d d d d d*  
*d d d d d d d*  
*did did did*

The original of the above was written with a large primary pencil on  $\frac{3}{4}$ -inch ruled paper and eight inches wide by Mary Delach, a second grade pupil in the Hammond, Ind., public schools. Miss Mary Welsh, the assistant supervisor, is getting fine results.

Miss Dora McLeod, Supervisor of Writing at Port Huron, Michigan, has indeed set up an enviable record. During the last school year, 1923-24, there were 829 students in the Port Huron Junior High Schools striving for Business Educator and Zaner Method Writing Certificates.

The Certificates merited are as follows:

138 Business Educator Certificates  
 356 High School Certificates  
 232 Grammar Grade Certificates

746 Total.

This is a very fine percentage, and Miss McLeod states in a recent letter that they are working hard this year for one hundred per cent.

Miss McLeod is a very good writer besides being a very energetic, enthusiastic, result-getting supervisor.



A beautifully colored card from our friend, H. A. Reneau.



Wm. L. Carter  
 F. B. Courtney  
 D. H. Linn.

Remembrance of the queen of arts  
 A blessing to all human kind  
 D. B. Linn.

W. L. Linn.  
 D. B. Linn.  
 D. B. Linn.

W. L. Linn.  
 D. B. Linn.  
 D. B. Linn.





# A Little of Everything

By CHARLES T. CRAGIN  
Holyoke, Mass.

## AN INNOCENT CRIMINAL

Quite a good many queer specimens of humanity came into the big business college located in a thriving city not far from Lake Ontario. They came from the country places anywhere within a hundred miles of the city where the school occupied its fine buildings and each year prepared hundreds of young people for business.

These country youth wore clothes that were not quite up to the latest city styles. Their manners were not always graceful and according to the best books of etiquette, but in all the many years that the school had existed, I do not believe a queerer looking specimen ever drifted in than Pierre Juneau.

Pierre came from a little backwoods country hamlet up at the end of the railway line which connected the city with the northeast end of Lake Ontario, where the Thousand Islands lie grouped about the source of the mighty St. Lawrence.

The boy was about eighteen, rather short but of powerful physique. It took a forty-four shirt to cover his massive torso. He was a trifle round shouldered and his hair, which was thick and dark in color, looked as if it might have been gnawed off by an absent-minded horse, instead of cut by the village barber. Probably his mother had given him a homebrew hair-cut before he started for school. His arms were long and reached below his knees, for his legs were a trifle short. The length of his arms seemed more apparent from the fact that the sleeves of the checked plaid mackinaw he wore were about six inches too short and his trousers lacked three or four inches of meeting the tops of his thick boots, thus displaying the blue woolen stockings that kept his ankles warm.

Pierre wore brown corduroy trousers, a home made red flannel shirt with a bright blue necktie, and a cap trimmed with coonskin, when he first came to enter the school. It is needless to say that he created a sensation and was the subject of many bright and sparkling remarks about his dress, his haircut, and his general appearance.

His parents were French Canadians and prosperous in a small way. They wished the boys to have an education. He had shown some aptitude in figures, and could write what was considered, in his country town, a rather remarkable style of penmanship; for somebody had sent him the "Business Educator", and for some years he had practiced on the really beautiful specimens of penmanship printed in facsimile from the works of the best masters of the chirographic art.

The advertising matter of the big school pretty thoroughly covered the

northern part of the state, and so it was finally decided to send Pierre to the school and make him a man of business. Now, the young fellow was not, by any means, a fool. He was shaggy and rough in appearance, his manners were anything but graceful, and he certainly was as unpolished as his thick cowhide shoes. He soon discovered that his attire was an object of criticism, and the coonskin cap was the first article to go and be replaced by less conspicuous headgear. In a few weeks the gaudily checked mackinaw followed suit, and the bright red shirt was replaced by one less vivid in coloring, and he began to look quite human after the barber downstairs had sheared off enough of his thick crop of hair to stuff a pillow case.

On the whole, the young people who attended the school treated the young Frenchman very decently. There is nothing more cruel than a lot of very young children. Let a stranger come into their midst, and they will pick on him even as a flock of crows will pick on a stray owl in daylight. But business boys and girls are not inclined to be that way; they are all in school to fit for business, and they soon get the idea that there are no favored classes in business. You are valued for what you are worth, not for what you look like. And they found that this young boy from the backwoods could hold his own in mathematics with most of them, could write a good deal better than most of them; and while his hands were as big as milk pans, almost, and he had fists like hams, he soon developed a surprisingly light touch on the typewriter.

Pierre was a good-natured youth and it was soon noted that he went home every week or two although it was more than a hundred miles up the valley to the little hamlet where he lived. It wasn't really a village, just a collection of a few houses and a country store, a post office and a small Catholic Church. Most of the population was French and the priest came there once or twice a month, and occasionally a Protestant minister got in a service at the school house when he happened to be in that part of the state. When Pierre came back from these up-home trips he brought with him fresh eggs, for his father kept lots of chickens, and they had friends in the city who were always ready enough to purchase fresh eggs at considerably less than city prices, and Pete, as the boys had now begun to call him, generally brought back several dozens; and he brought in maple sugar too, and strained honey, for the family kept bees as well as chickens. Before spring opened, Pete had quite a little business, for some of

the teachers were only too glad to get fresh eggs; and he had one customer, a book seller down on Duke Street, who had a passion for stacks' eggs, so every time Pete came in he brought to this man two or three dozen ducks' eggs. You know they are larger than hens' eggs, and some people don't like them because the duck feeds on fish and young bull-frogs and water snakes and everything else, and his diet gives the eggs a game flavor that hen fruit does not possess. Pete's parents didn't keep ducks but the keeper of the country store, a Scotchman by the name of Maxwell, saved them for him, so that he always had quite a large basket of them to take in to the city book seller, Mr. Rogers.

But it was not until the spring of the year in late April or early May that Pete blossomed out in his full glory and became the pride, the joy and the boast of the big school, and this is how it came to pass:

## The Pride of the School

You see, partly for advertising purposes, the school had a baseball team that played in many of the towns within one hundred miles of the home city, and there were some very good town teams. The school furnished each player with an excellent uniform and a stylish individual bat bag and suit case. The boys went in citizen's clothes to the town where they were to play, put up at the best hotel, and when the hour of play arrived they appeared in their natty uniforms with their stylish bat bags, thus advertising the school very well indeed. They could play good enough ball to beat more than half the teams they encountered.

The month of March was rather warm that year for there was a sort of Chinook wind in the spring that removed the snow about a month earlier than usual and no more came to replace it, so, about the middle of the month Mr. Wilson, a young lawyer and formerly quite a famous college baseball pitcher, came over to see what material the school had to make up the baseball team for that spring.

Wilson was hired by the school management to train the boys who made up the team, and as he was a past-master in all the tricks of the trade, he generally turned out a team that played with a good deal more skill than the average country teams they encountered. The country boys could often out-bat them but were not so well trained in fielding, in base running, and in obeying signals as were the college boys.

In looking over the material after quite an enthusiastic meeting in the main assembly room, Wilson picked out about twenty men and told them to report for practice the next Saturday on one of the public ball grounds of the city.

Among the twenty selected was our Pete, for Pete said he had played ball some in a sort of Bush League away up north. The boys reported the next Saturday, and they were highly excited

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## Penmanship Devices and Plans



Teachers are invited to contribute short, helpful methods and devices of about 250 words to this department. Pass your ideas on to others.



### FROM MISS FESSENDEN

Miss Neva Fessenden, Supervisor of Writing, Bakersfield, Calif., prepared the following penmanship bulletin, and had the principals read it in teachers' meetings with the view of reaching the indifferent teachers.

The Business Educator will be glad to see other bulletins, or plans and devices from other supervisors.

### PENMANSHIP BULLETIN

November 10th, 1924

Excerpts from the chapter on writing in Hall-Quest's new book, "Supervised Study in the Elementary Schools," published in August, 1924.

"Learning to write means the acquirement of a habit so complex that success is possible only after a long process of adequately directed or supervised skill."

\* \* \*

"The child gets his first conception of form by watching the teacher write on the board. Just to the extent that the initiative instinct of little children impels them to copy the daily speech of those whom daily surround them, will it lead them to copy the inaccurate and sometimes atrocious script forms that their superiors display." (This applies to less than a dozen Bakersfield teachers. N. F.)

\* \* \*

"The criticism is made that many pupils in High School do not use arm movement as taught in the grades. Two reasons are given—

(1) Not taught efficiently and consistently while in the grades. A chain is as strong as its weakest link. A careless, indifferent teacher in the grades can undo the work of a dozen conscientious teachers in this respect. (Very little application in Bakersfield. N. F.)

(2) There is, as a rule, no concerted effort to correlate formal and informal writing in the grades. The teacher should carefully supervise the informal written work of the child and see that he does not fall into bad habits. The majority of children will hand in as good work as the teacher will exact, and as poor as she will accept.

It so happens that pupils who are carefully taught muscular movement writing by a trained specialist are permitted by their class room teachers to assume incorrect positions and penholding during informal written lessons. Thus they are forming two habits entirely antagonistic to each other, and since the children use the finger movement habit more often, that habit naturally becomes the stronger and follows them into High School." (Bakersfield needs more exacting standards in quality of written work. N. F.)

\* \* \*

Certain it is that eventual skill de-

mands that the child's manner of writing in the grades should be supervised not only in the formal writing period, but wherever writing is a tool of learning."

—O—

Quotations from "Teaching the Common Branches," by Charters

"In writing, as in spelling, the greatest gain in training comes in maintaining efficient standards in connection with other subjects. If a teacher refuses to accept illegible work in geography, composition or history, half the battle for legibility in writing is fought. In other words, the trouble with writing is seventy-five per cent carelessness, and the other twenty-five per cent can be easily taken care of by special instruction."

"In both upper and low grades the writing battle is won or lost outside the special writing class, not inside."

(Occasionally we hear it claimed that no time should be spent on formal writing lessons above the sixth grade. The longer I teach writing the more I am convinced that IF teachers in the first six grades were exacting enough, and teachers in the seventh and eighth grades maintained those standards in all written work, most pupils in the seventh and eighth grades would need very little formal work in writing. But if the premises are not true, how can we assert the conclusion? N. F.)

### THE FIRST LESSON WITH INK

By Ethel M. Weatherby, District Supervisor of Writing, Camden, N. J.

Too often, in third grade, or wherever the use of ink is begun, pupils are given pens without one word of explanation concerning their construction or use. Why not call attention to the fact that a pen point consists of two nibs, two grooves farther up the curved sides, and an eye?

Naturally, when any other than a light pressure is used, the nibs separate, causing the widened vertical groove to fill with ink. A coarse, black line and too frequent dipping result. This heavy line is not only ungraceful but it is a preventive of speed.

Even if the correct amount of pressure be used, a pen point may be ruined by striking it against the bottom of the ink-well, or by scraping, clicking or knocking against the sides. The eye of the pen should be filled with ink, the point touched against the sides of the well, until all superfluous ink is removed.

A light blue line will produce ease and beauty. If a girl's light blue dress or boy's blouse be selected for color the class will enjoy trying to reproduce this shade of line, rather than the shade of a dark blue dress or coat. The mak-

ing of oval or push-pull exercises is fine for practicing for quality of line.

At the close of the lesson, each pen should be wiped, preferably, with a small chamois pen-wiper. Such pen-wipers may be purchased at almost any small candy store near the school. In wiping the nibs should never be separated, or any sound heard, otherwise the nibs are sprung.

Each pupil should have his individual pen point, (if possible a separate one for the formal writing lesson) just as surely as he has his individual toothbrush. Every person holds or wears it point at a different angle or degree of slant. The proof is the condition of most pens found in public places, such as banks, hotels, and postoffices.

### R. E. WIATT CONTRIBUTES

R. E. Wiatt, Supervisor of Writing in the Los Angeles Schools, is another who believes in passing on to others any plans or ideas he finds helpful in bringing the writing of their schools up to a higher standard.

In the following article are Mr. Wiatt's directions to his teachers for using their system of marking report cards. Following his "Report Card Instructions" are "Suggestions to Teachers in Grading Writing for Report Cards."

These plans for marking and grading penmanship have been evolved by Mr. Wiatt after giving the subject much thought, and no doubt teachers and supervisors will be greatly pleased that he has allowed us to publish them in our columns.

We thank Mr. Wiatt for sending us these plans and we trust others will follow his example, and send us any plans you are finding helpful. Let us exchange ideas and improve.

### REPORT CARD INSTRUCTIONS

#### I. Directions for Using the System of Marking

1—Exceptionally Good. This mark will appear seldom. It is the mark to be used when a child shows unusual ability and accomplishment.

2—Very Good. This mark will distinguish the children who are above the average.

3—Average. This is the mark that will be earned by the majority of children. It represents the large middle group.

4—Weak. This mark will indicate that the child is not succeeding as he should and that he is in danger of failing.

5—Failing. This mark will indicate that the child is not ready for promotion in the subjects so marked.

No plus or minus signs should be used.

No other marks except those indicated should be placed on the card. Teachers will neither issue nor accept cards with alterations of any kind.

Unsatisfactory cards or notices may be sent to parents at the end of each month or whenever necessary.

Teachers may use ditto marks instead of signature after the first period, if the same teacher is sending out the card.

#### II. Subjects to be Marked

Pupils in the different grades will receive marks in the subjects as indicated below:

First Grade: Mark Citizenship, Attendance, Effort, and Reading. (Only Attendance should be recorded for B1 until Third Period.)

Second Grade: Mark Citizenship,

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# MENTAL MEANDERINGS

By CARL MARSHALL

Route 1, Box 32, Tujunga, California

"Quantity is that which may be measured," runs the primary statement of mathematics. Thus, time, space, heat, weight and so on, are quantities because they may be measured mathematically, while love, hatred, generosity,

## Trying to Measure the Immeasurable

piety, and other equally tangible qualities are not quantities, since they may not be measured mathematically, or even approximately, with any certainty. But there has lately arisen a new school of alleged educational "scientists" who are fomenting a considerable agitation over what they are pleased to call "Tests and Measurements." They

tell us that hitherto, the promotion of children from one grade to another in the average school, has been mostly based on guess-work, for the reason that there has been no reliable or scientific method of determining, with any accuracy, the real mental abilities of children. They propose to remedy this condition by getting the teachers to learn how to use various ingenious devices that have been thought out for "testing and measuring" the mental capacities and abilities of children, much as chemists test and measure the constituents and qualities of substances, or engineers measure the possibilities of machines. The operations, methods and formulas that this new school of pedagogic psychologists have worked out for making school work really "scientific," are highly complicated and time-consuming, both for pupil and teacher, and can hardly fail to make the school teacher's job even more onerous, perplexing and burdensome than it already is, but, of course, these considerations are not likely to weigh much with the "measurement" enthusiasts. They are concerned mainly with their hobby and the distinction they themselves may win in this promising new field of fadism.

In attempting to judge the merits of this new cult, two pertinent questions arise: (1) Is the mental capacity of a child, or of any other human being, a thing that can be measured? (2) Will the good that is likely to come from the attempt, justify the expenditure of labor and trouble and time that is necessary to carry it out?

It would seem that but little common sense should be required to see that mental qualities like memory, attention, reasoning, perception, and so on, are not quantities that can be accurately measured or even estimated, by means of any laboratory experiments, however ingenious. We can measure and grade

with fair accuracy, the accomplishments of a child in a given test in such subjects as arithmetic, spelling, geography and history, but what no one can measure with any reliability, are the mental possibilities lying back of these accomplishments. A child may be mentally bright yet lack the will, the disposition or the energy or industry to accomplish anything worth while in an examination test, or even in a series of them. Some of the most brainy and brilliant men, who have ever lived would have measured up as morons, when in school. The pages of biography are full of such instances. As in the field of morals, as Burns puts it,

"What's done we partly may compute,  
But know not what's resisted."  
So much for the claim that the mind of each child may be "scientifically measured."

But what is the good proposed, that is to justify all this new burden of perplexing technic that is to be injected into the work of the already overburdened teacher? So far as I can gather, the expert "measurers" claim but three benefits to follow their system. (1) The children will be so reliably classified, that bright or precocious children will not be held back with the dull ones, (2) That dull children will not be pushed along faster than they should go, and (3) that the teachers themselves will be measured by the results of their work, thus affording a basis for eliminating the inefficient.

As to the first two of the above named benefits, it may well be doubted whether it is desirable to herd together the bright children in one group and the dull ones in another. The dull, lazy or unambitious child is more likely to be spurred up to good effort by being associated with bright and industrious pupils, than he would be by being herded with those of his own class. He would have a higher mark to aim at with bright pupils than with dull or lazy mediocrity all around him. As to precocious children, they are usually more in need of holding back than pushing ahead. In this scheme for "scientific" pushing ahead, the premature, or unnaturally clever, child may be injured even more than the backward child would be hurt by being allowed to lag behind.

Under some circumstances, it is quite possible that the result of the measurement tests might fairly determine the relative efficiency of teachers working in the same grades, but in many conceivable cases, the tests might be quite unreliable, and, if taken on their face would work positive injustice. Furthermore, the inefficient or dishonest teacher, if she were to know that her salary and security of her job and her

professional standing were to be determined by the tests, might find numerous ways of "tinkering with the meter", and getting a better showing on the tests than she was justly entitled to.

Considering everything, it may well be doubted whether education is to be revolutionized through the mechanical methods of these laboratory pedagogists. I can recall in the course of my own half century of teaching many other promising cults that their promoters fondly hoped would "revolutionize" education. Some of them contributed things of real value to the cause, but most of them now rust on the forgotten junk-heap where repose so many fads that failed to make good. A dozen years hence, we shall probably find this measurement fad lying neglected among them, and as completely forgotten as the very names of its sponsors who now enjoy the spotlight. But we shall still remember and revere the names of such great teachers as Pestolozzi, Froebel, Agasiz, Mark Hopkins, and Francis Parker, who seemed to do great work, even though they were so unfortunate as to live before this "measurement science" of our ambitious young Doctors of Pedagogy was even dreamed of.

## As to Good Resolutions

There is an old-time homely admonishment that reads: "If you can't be truly good, be as good as you can." Probably, most people would like to be "truly good" if it were not for the trouble and inconvenience of it. Were it not for that upward impulse toward godhood, men would probably be still swinging from the branches of tropical palm trees and pelting one another with coconuts.

If nobody tried to be good except those who can be wholly good, the world would be a pretty tough place to live in. The number of people whose names are likely to appear in the Calendar of Saints will, for some time, be too small to appear in any census enumeration. As the lamented Hezekiah Bedott was wont to observe, "We're all pore critters," hardly any of us so bad that he might not be worse, and not one so good but he might be better.

So it comes about that the traditional "New Year Resolutions" about which the newspaper paragraphers have been wont to wax funny, are really a matter of commendation rather than ridicule. The poor chap who wakes up on the morning of January 2, with a burnt umber taste in his mouth and a head that threatens explosion, is worthy of all praise and encouragement when he reaches for a sheet of paper, props himself up in bed, calls a meeting over which his conscience presides, and promises himself in due form and under seal, never to do it again. We have no license to call such a penitent a "poor fish" and wax cynical over his effort. He is not half as poor a fish as the smug chap who goes his satisfied way

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## NATIONAL ASSOCIATION OF PENMANSHIP SUPERVISORS

Officers 1924-1925

Miss Ella M. Hendrickson, President, Lakewood, Ohio.  
Frank J. Duffy, Vice-President, Duluth, Minn.  
H. C. Walker, Secretary, St. Louis, Mo.  
Arthur G. Skeeles, Treasurer, Columbus, Ohio.  
Emer G. Miller, Chairman Executive Committee, Pittsburgh, Pa.

### WHY YOU SHOULD BE A MEMBER OF THE NATIONAL ASSOCIATION OF PENMANSHIP SUPERVISORS

By F. J. Duffy

The number of persons engaged in teaching or supervising the teaching of penmanship is large enough to form a strong, efficient organization. Working separately, we can never promote the cause of good handwriting as successfully as is possible through an association devoted to the task of seeking out and making public the most desirable procedure in penmanship instruction.

The time has come when the supporters of good handwriting must utilize every means to maintain penmanship in the place which it now occupies in the school curriculum. To this end, no more potent factor can be found than an organization which can act as a clearing-house for the best ideas of the leading members of our profession.

An illuminating example of what may be accomplished by concerted effort is shown in the accomplishment of the Association of Elementary School Principals. Non-existent a few years ago, it is now a forceful organization, issuing a year book wherein is contained material most timely and helpful to its members.

The report of the convention held in St. Louis is evidence of the possibilities open to a society comprising all persons active in the field of penmanship instruction. The benefits to be secured will be determined by the combined efforts of its members, and are practically unlimited.

Let us dignify our profession by an organization which will compel notice by the soundness of its educational views, the excellence of its publications, and the zeal which it manifests to advance the cause, not only of good handwriting, but whatever will contribute to a better equipment of youth for the active life of life.

### ASSOCIATION NOTES

#### Where We Shall Meet in 1926

A decision has been reached regarding the place and date of the next convention of the National Association of Penmanship Supervisors. By this early announcement, ample opportunity is given all interested in the betterment of penmanship instruction to be present.

If you have never attended any of these meetings, you have yet to learn how much benefit you will derive from contact for a few days with your fellow-workers.

Imagine your own enthusiasm multiplied seventy-five or one-hundred fold, your own views leavened by the opin-

ions of the most successful exponents of handwriting instruction in this country, and you can form some idea of what you will carry away from the various conferences and addresses.

Cleveland is the city selected, and the date, April 28-29-30, 1926. The location is central, is on main traffic lines, and may be reached by rail or boat.

It is yet too early to state plans for the meeting, which will be very carefully worked out. Miss Hendrickson, President of the Association, and Mr. Barnett will leave nothing undone to make the 1926 convention a memorable one. Make your arrangements now to be there.

### NEWS ITEMS

From C. E. Doner comes an order for thirty copies of the report of the St. Louis convention, the largest number thus far received from one person. A few more orders of like proportions would gladden the heart of Treasurer Skeeles.

Raymond C. Goodfellow, the energetic Supervisor in Newark, N. J., recently sent us six new members. This is how he explains his method: "Last week I had charge of a penmanship round table at Atlantic City, and suggested that there might be some who would like to join. This is the result." Mr. Goodfellow sent in five other memberships from teachers in Newark, N. J., just after school began last fall, so this makes a round dozen, including his own.

Seventy-four new memberships were received between October 1 and December 1, 1924. The present membership is 278. Among the new memberships are the names of C. C. Lister, Brooklyn, N. Y.; C. E. Doner, Littleton, Mass.; S. C. Bedinger, Greeley, Colo.; H. B. Lehman, St. Louis, Mo.; R. B. Moore, Columbus, O.; and G. G. Gudmundson, Elizabeth, N. J.

### A WRITING HABIT

By Arthur G. Skeeles, Supervisor, Columbus, Ohio

"Practice makes perfect" is a hoary half-truth that has done much harm, as well as much good, to aspiring penmen. It is quite true that practice is necessary in learning to write, but it is equally true that practice alone, mere repetition practice, tends to prevent rather than to produce improvement. That is, if a poor writer should merely practice an hour a day in his usual way, he would soon form such a fixed habit of poor writing that he could make improvement very slowly, if at all.

There are three elements that must be mixed with practice to produce rapid improvement, and it is the function of the teacher to supply these elements to his pupils.

#### A Definite Aim

The first element is a definite aim—a clear conception of the forms of the letters and words. This was discussed in the article "A Writing Conscience" in the November number. Theoretically, we would probably all agree that the child must know what he wants to

make before he tries to make it; but practically we often violate this rule by having children practice on letters and words before they know how the letters or words should be written.

Every teacher of writing should make a study of the mind of the child to learn how concepts of form are gotten into the mind.

#### "Good Form" in Writing

"Good Form" is here used in the same sense as the professional golfer uses the term. In writing, it refers to proper penholding, correct position at the desk, an efficient movement. Practice is worse than useless—it is ruinous to good writing, unless the practice helps to form good habits, rather than bad habits.

It is in forming these habits, and learning "good form" in writing, that the movement exercises are useful. Being simple, the "ovals" and "straight-line exercises" give the pupils the opportunity to practice correct penholding, good position, and proper movement. But if these exercises are made with improper penholding, position, or movement, they are positively harmful to good writing.

#### The Laws of Repetition Practice

The more difficult the exercise, the fewer times it may be repeated with value." This rule should always be kept in mind by the teacher of writing. It seems contrary to common sense, at first thought. Is it not logical to ask the boy who finds a given letter hard, to practice it more times than the boy who finds it easy? No, it is not logical. For the boy who finds the letter easy has formed good habits of writing the letter, and a large number of repetitions will confirm his good habits, and enable him slowly to perfect the execution of the letter; but the boy who finds the letter difficult has habits that interfere with his writing the letter, and a large number of repetitions will merely strengthen these wrong habits.

The principle behind the "law" is this: Repetition practice brings about very slight changes, and therefore it is valuable in perfecting the execution of what we already do well; but when a great change is needed thought, and not practice, is required to bring about the change.

The teacher should do three things for the poor writer:

First, he should teach the form and proportions of the letters, and the forms of words, by illustration and description, and having the learner make the letters and words carefully and correctly. It is the mind and not the muscle that is being trained here, and speed and "movement" are not so essential as accuracy. The learner must think as well as write. Only a very few repetitions of the letter or word will be needed to fix the form in the mind.

Second, he should teach the learner how to go about writing—how to hold the pen, how to move the hand, how to sit at the desk. These things will need to be taught over and over, until they are habitual; but don't expect to

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## To My Third Grade Teachers

By JOHN O. PETERSON,  
Supervisor of Handwriting, Tacoma, Wash.

favorable factors, but of those things mentioned you are quite certain.

The factor that does most to eliminate faulty writing habits and establish correct ones is correct writing position. Very well, you begin with position. Now right here is where you determine your success as a third grade writing teacher. If, in a few days or weeks every pupil, of his own accord, can assume and maintain a correct writing position for ten minutes—and if he is keen to do it—then you have gone two-thirds of the way toward success. What your pupils write or how it looks, is, so far as future improvement is concerned, of much less importance than that this interest and ability in position become a fixed habit. Every experienced penman knows that this habit will eventually lead to the muscular control that makes uniform letter formation almost certain. Did you ever see a really good penman write with his hand in a poor position? Did you ever see a really poor penman who writes with his hand in a good position? The trouble with all this position propaganda is that the results do not show in the letter forms at once. Take my word for it if necessary that good positions are results in the third grade.

It has taken me nearly an hour to write each of the foregoing paragraphs. If, tomorrow, you do not turn to the first five pages of your text and, with your class, check up every step there outlined, then I shall be greatly disappointed.

The full force of all writing requirements applies to the pupils in your grade. All the rules observed by the mature muscular movement writer go into effect—and some others. In setting about to learn muscular movement writing an adult would encounter the same difficulties and go through the same processes as must your pupils. The reasons which prompt many grown persons to learn this method of writing are the reasons which validate your efforts as a writing teacher. The adult who undertakes to learn this method of writing must inhibit certain habits and establish new ones. So must your pupils.

I know a man who says that we should so train our pupils during their first years in school that they never will acquire pen gripping or finger movement habits. That man never taught primary children a day of his life. He has no children of his own. But it sounds pretty well and it is good business for him to talk that way. However much such an ideal condition may be desired, most primary teachers know that it does not exist. As a

matter of fact, most pupils have these habits pretty well fixed long before they enter school, and they keep on with them outside of school for a long time after. Only a very few teachers make use of these conditions as an excuse for poor positions and cramped movement in their school rooms. Most teachers, knowing that these conditions exist, do all they can to nullify such outside influences while the children are in school. Did not the first and second grade teachers do this, your task in the third grade would be far greater.

Your pupils come to you with a certain amount of training. This training is limited in extent. It is more closely limited than you desire, perhaps. But you take it for granted that the second grade teacher did the best she could in the few minutes daily at her disposal. You survey the situation, face conditions and proceed. You have these things in your favor: 1. Third grade children like to express thoughts in writing. 2. They are eager to write with pen and ink. 3. They know the letter forms. You may expect other



Top picture is Zaner Method Certificate Winners in the Lockwood School, Oakland, California. Top row, reading left to right: Miss Myrtle I. Palmer, Supervisor of Penmanship, Oakland, California; Miss Calla Monlux, Teacher of Handwriting, Lockwood School. Extreme right, Mr. H. O. Wette, Principal Lockwood School. Lower picture is a Penmanship Class, Lockwood School, showing Miss Calla Monlux and her class in correct writing position.



## AN INNOCENT CRIMINAL

(Continued from page 15)

to find that among their number was Starr King, a cousin of King, the famous Cornell pitcher, one of the best of the big college players. This young King lived in the same town with his famous cousin, had played with him on the town team, and although four years younger, he had all the speed of his famous cousin, knew most of his tricks, but lacked the control of the college pitcher.

Wilson at once took King in hand to train him in control. You know, in baseball, it is worse to give too many bases on balls than it is to let the opposing team paste the leather, which there are eight men to look after as soon as it leaves the batter. Wilson succeeded quite well in teaching King control, and King knew the tricks of his famous cousin. But there was a fly in the ointment, for when the young fellow let himself out and sent the ball in like a streak of greased lightning, nobody could hold it, and when he didn't he was not very dangerous to opposing batsmen.

In vain the regular men of the team, who had played in the position of catcher—and there were three or four of them—stood up against young King. They were unable to handle his swift delivery, and so Wilson called in an old semi-professional player by the name of Bailey; and it was decided that it would be necessary to hire Bailey to take part in games in which King was the pitcher. They had two other pitchers much less effective, but the catchers could handle their delivery fairly well.

Bailey did better than the boy catchers, but when King unloosed his good right arm, Bailey couldn't handle him. And the first match game they played with the "Holy Apostles," the name of one of the strong Catholic teams of the city, they were ignominiously defeated, because of the inability of any of their catchers, including Bailey, to hold King. It looked as if the famous pitcher was going to prove a liability instead of an asset.

### A Rough Diamond

Our Pete had not been chosen for the first nine, but he played with the substitutes, where he occupied sometimes center field, and occasionally second base. One day, when the first nine was practicing with the second, the catcher of the second nine broke his finger and Pete volunteered to go in and take his place. "Did you ever play catch?" said Wilson. "Yes, I sometime play catch," said Pete as he slipped on his mask, and without the "liver-pad" went behind the bat to receive the erratic delivery of one of the second string pitchers. And Wilson noticed, to his surprise, that those hands like milk pans, reached up and down, and in and out, from the dust of a too-low ball to the over-head of a wild, high ball, and far out to left or right for wide ones, and that never a ball got by. "I wonder," said Wilson to the principal of the school who was watching the practice, "I wonder if that long-armed backwoodsman could do

that kind of catching with King?" "Try him out," said the principal, "It won't do any harm." And the next time the team met for practice, Wilson said to Pete, "Do you think you could hold Mr. King's swift ones?" "Why, yes," said Pete. "I have hold as swift mans as this Mr. King, and much wilder. I care not so much for the swift as I care for the wild. It is the wild balls that get by the catcher. I care not much how fast they come, if I have not to go all about the grounds to get them." "Well," said Wilson, "we are going to try you out today with King. He is a little bit wild, but if you put your hands where you want the ball, he will come pretty near getting it there; and if he can use his speed, there are not many of these country rubes, who try to knock the cover off the ball, and the ball off the earth, that will make many hits off him." "All right," said Pete. "You let him go. I show him where he should send the ball. If he send it there or pretty near there, I tink I will hold him."

And to the amazement of everybody, Pete did. King began mildly, but when he found the young Frenchman holding him with the utmost ease, he began to release the spring in his long whip, and they came whizzing over plate so fast, the batsman simply struck at a white streak and seldom hit it. And the stocky, long-armed, awkward looking fellow behind the bat never turned a hair, but gathered them in, high and low, right and left, balls and strikes, they were all one to him; and when the man on first undertook to steal second, it seemed as if he simply reached his long right arm down almost to the second baseman, and the runner died a long way from home.

"By the piper that played before Moses! I believe we've found a five-carat diamond!" said Wilson to the principal, whose eyes were hanging out on his cheeks after the exhibition of catching. "He don't seem the least bit excited over the matter, just 'eats 'em alive,' high or low, in'or out, swift or slow, all in the day's work." "By

Judas, it looks that way!" said the principal, who was a teacher in a Methodist Sunday School and who seldom used a stronger word than "I snum!" "If he can keep that up," said Wilson, "we will make these country teams around here fan the wind when we go against them. Anyway, we will try him out next Saturday with the Northville team. They've got a lot of sluggers and they will run in a battery from Buffalo. So, the next Saturday when the team took the train for Northville, Pete went along to handle the delivery of Starr King, the pitcher; and Pete made no more bones about it than he had in the practice games at home. More than that, Wilson had drilled Pete in the art of telling the pitcher just what kind of a ball to send in and Wilson, himself, from the bench signaled Pete what to call for, a high, or a low, an inshot or an out-curve, and Pete showed that he already knew the game much better than most of the

boys of the team, for some of those bush leagues away up in the wilderness contain some mighty good players. At any rate, the Northville team, reinforced by the battery from a neighboring college found it quite out of the question to do anything with the swift delivery of young King.

The boys came home in triumph and school opened next morning to the vociferous chant of: "What's the matter with Pete? He's all right!"

### In a Blaze of Glory

This was the beginning of a blaze of glory for young Pete. For following the triumph over Northville, the boys played successfully the very strong city teams of the Catholic league and the University, and in every case the superb battery work won a decided triumph. And Pete was the most popular man in the big school. His very eccentricities of dress and awkwardness of bearing and lack of polish made him even more popular. The girls made much of him, greatly to his embarrassment, for Pete had a girl up in the backwoods and that was the principal reason why he went home every week or two, and brought back a cargo of eggs and country produce. It didn't cost him anything to go home, for his cousin was an engineer on one of the freight trains, and Pete rode up in the cab with his cousin while the brakeman looked after his eggs and country stuff in the caboose when he came back; and sometimes Pete rode in the caboose too.

I don't propose to tell the story of all the triumphs of the baseball team that spring, but there was hardly a defeat, for the young Frenchman could handle with the utmost ease the fastest pitching served up to him; and the battery of King and Juneau became famous; so much so, that the scouts of several professional teams looked them over. Pete developed into a very fair batsman, and for a short legged fellow he was surprisingly active on the base lines, and it was not necessary to pry up his heels with a crow-bar after he got to first base. He would steal second if they didn't watch him.

### A Bolt From The Blue

He was at the height of his popularity, when out of a clear sky there came a bolt of lightning that bid fair to send Pete into the discard, and which shook the school from cellar to attic. It was on a Tuesday morning, following a notable triumph of the baseball team over the powerful Maple Leaf Indians, and the return of Pete from a home visit, that a hard-faced man with eyes like chilled steel, and a woman with a hatchet face and eyes like skimmed milk, came into the school office and the man asked to see Pierre Juneau. And when Pete was called in, the hard-faced man slipped a pair of steel bracelets on his wrists, and said, "Arrest you in the name of the United States." Pete's brown sun-burned face turned to the color of wood ashes, as he felt the steel grip his sturdy wrists. He stammered affrightedly, "I know not what you mean! Why is it that

(Continued on page 21)





## COLLEGE HUMOR, JOKES, ETC.

By O. A. Hoffmann  
Hoffmann's Milwaukee, Wis., Business College

Prosecuting Attorney (to opponent):  
"You are the biggest boob in the city."

Judge (rapping for order): "Gentlemen, you forget that I am here."

—Lehigh Burr.

—O—

Mrs. Sambo: "Sambo, wake up."

Sambo: "I can't."

Mrs. Sambo: "Why can't you?"

Sambo: "I ain't asleep."

—Centre Colonel.

—O—

Coed: "I've read that men grow bald because of the intense activity of their brains."

He: "Exactly. And women have no whiskers because of the intense activity of their chins."

—Flamingo.

—O—

Actress: "How soon could you get me a divorce?"

Lawyer: "Have you announced your engagement?"

—Judge.

—O—

Temperance Lecturer: "If I lead a donkey up to a pail of water and a pail of beer, which will he choose to drink?"

Soak: "The water."

Temperance Lecturer: "And why?"

Soak: "Because he is an ass."

—Chaparral.

—O—

Ardent Suitor: "Sir, I want your daughter for my wife."

Irate Father: "Young man, go home and tell your wife she can't have my daughter."

—O—

Mary had a little lamp,

She filled it with benzine;

She went to light her little lamp

And she hasn't since benzine.

—O—

We heard of a real persistent youth the other day. A large mercantile business wanted a new office man.

A young man applied, but was told a married man was desired. A few hours later he returned. "Didn't I make it clear to you that we desired to employ a married man?" he was asked.

"Yes," replied the applicant, "I was married an hour ago."

—Lafayette Lyre.

—O—

He: "Ned's playing in the backfield. Playing full, I think."

She: "For goodness sake, can't he even stop drinking while he plays football?"

—O—

She: "All is over between us and I am going to give you back your ring. There is another man."

He: "Tell me his name and address."

She: "You are going to kill him?"

He: "By no means! I want to sell him the ring!"

—Le Petit Parisien.

## GEMS OF THOUGHT

No one has success until he has the abounding life. This is made up of the many-fold activity of energy, enthusiasm and gladness. It is to spring to meet the day with a thrill at being alive. It is to go forth to meet the morning in an ecstasy of joy. It is to realize the oneness of humanity in true spiritual sympathy.—Lillian Whiting.

—O—

If you succeed in life, you must do it in spite of the efforts of others to pull you down. There is nothing in the idea that people are willing to help those who help themselves. People are willing to help a man who can't help himself, but as soon as a man is able to help himself, and does it, they join in making his life as uncomfortable as possible.—E. W. Howe.

—O—

Education does not mean teaching people what they do not know. It means teaching them to behave as they do not behave. It is not teaching the youth the shapes of letters and the tricks of numbers, and then leaving them to turn their arithmetic to roguery, and their literature to lust. It means, on the contrary, training them into the perfect exercise and kingly continence of their bodies and souls. It is a painful, continual and difficult work to be done by kindness, by watching, by warning, by precept, and by praise, but above all—by example.—John Ruskin.

—O—

Die when I may, I want it said of me by those who knew me best, that I always plucked a thistle and planted a flower where I thought a flower would grow.—Abraham Lincoln.

—O—

That we should do unto others as we would have them do unto us—that we should respect the rights of others as scrupulously as we would have our rights respected—is not a mere counsel of perfection to individuals—but it is the law to which we must conform social institutions and national policy, if we would secure the blessings and abundance of peace.—Henry George.

—O—

A great deal of the joy of life consists in doing perfectly, or at least to the best of one's ability, everything which he attempts to do. There is a sense of satisfaction, a pride in surveying such a work—a work which is rounded, full, exact, complete in all its parts—which the superficial man, who leaves his work in a slovenly, slipshod, half-finished condition, can never know. It is this conscientious completeness which turns work into art. The smallest thing, well done, becomes artistic.—William Mathews.

—O—

## AN INNOCENT CRIMINAL

(Continued from page 20)

you do this? I have nothing done that I should be arrested!" "Well, you'll have a chance to explain that to the United States court judge, and to the

principal of the school," he said. "I am an officer of the United States Secret Service, of the narcotic squad, and this young fellow of yours has been bringing down from the Canada lines, packed in his eggshells, thousands of dollars worth of morphine, cocaine and heroin." And in spite of Pete's protestations of shocked innocence, it was all as true as gospel. And still Pete was a perfectly innocent criminal.

### An Innocent Criminal

It was the ducks' eggs that came to the peaceful old dealer in second-hand books down on State Street that did the business. The Scotch storekeeper in Pete's little hamlet was one of the United States receiving ends of a powerful band of narcotic smugglers. They brought the drugs over from Holland, and distributed them from Canada. The big ducks' eggs, with the contents blown out, were filled with closely packed morphine, cocaine and heroin, and Pete was made the innocent bearer of these devilish drugs to the book seller in the city, who handed them out to drug peddlers, who sold them at many times their cost to men and women who had fallen victims to one of the worst curses with which humanity is afflicted.

The two detectives of the narcotic squad had discovered that these drugs were offered freely for sale in the city where the big school was located. They had followed the trail, the woman posing as an "habitué," and the day before, when Pete brought down his consignment of eggs they raided the second-hand book shop; and in the basket containing four dozen good-sized ducks' eggs, they found evidence enough to send the book-seller to the penitentiary. It looked as if Pete would go too, but when they followed up the matter, it was not very difficult to convince the sensible judge that the boy was entirely innocent, and had simply been sensible judge that the boy was entirely innocent, and had simply been made the victim of designing parties who knew he would not be suspected. The district attorney suggested that Pete ought to have known there was something wrong about those eggs, they were so light; but when the basket which always awaited him full of eggs was examined, it was found to have been heavily weighted with lead. So there was no discrepancy in weight.

Pete was pretty badly scared and he didn't bring in any more eggs that season. Neither duck nor hens' eggs appealed to him after he once felt those cold steel bracelets on his wrists. But he finished out the season with the baseball team and in August went to one of the State league teams at a salary of one hundred and fifty dollars a month, which was pretty good money for a backwoodsman, and for several years he was one of the best backstops of the State League; and made money enough to marry that girl, bring her down to the city and start in a country produce business in which he has today a very good rating in Bradstreets.



## Show Card Lettering Made as Easy as Writing

By MAXWELL L. HELLER, M. A., LL. B.  
Head of Art Department, Seward Park High School,  
New York City

Second of a series of lessons in writing effective sales helping cards for window and counters. Simple rules that make work easy as ordinary writing. Requires no special talent. Any one who is willing to apply himself can learn technique in short time. Secure the December Business Educator which contains the first lesson.

The windows of a shop are the most valuable silent salesmen. You can't stand in front of a shop and "bark" the goods, but you can make the windows so attractive that they will do it for you.

To do this you need strong selling cards.

Show cards set the buying cupscules in motion—give life and action to even the dulllest window. Perhaps you have been making show cards many years. These lessons will give you pointers on how to make them with more dash and perhaps more attractively. In the ratio to which show cards have punch they influence sales.

If you have never tried to make a show card, follow the instructions and show card lettering will be made as easy as writing for you. You need no special talent for drawing. All you need is resolution to apply yourself. And that does not mean "burning midnight oil".

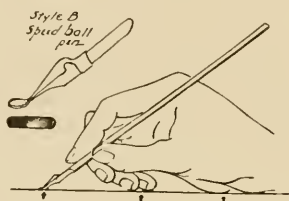
With the proper tools you will be amazed at what you can do after half an hour of practice if you follow these lessons.

In the last lesson you were taught the forms of two alphabets—Gothic Capitals and Gothic Lower Case or small letters. If you did as you were advised, you practiced these letters until you can now produce perfect forms by the method of dividing each into its parts, or strokes.

But being able to make perfect letter forms does not enable you to make good signs as you may have already discovered for yourself. No doubt you have found that the spacing of the letters so that they looked right was harder than the making of the letters themselves, and that even when you had tried your utmost, frequently your results were bad. This should by no means discourage you, for the problem of spacing is the most difficult one that the letterer has to deal with.

If each letter were a block of the same shape and equal size, the problem would be a simple one,—lay off an equal block for each letter, allowing equal spaces between them. Note that in the word MINNEAPOLIS illustrated, each letter was carefully measured with a ruler  $\frac{3}{4}$ -inch wide and each of the spaces  $\frac{1}{4}$ -inch. It takes no expert eye to see that the result is wrong in spacing.

How is it, then, that in spite of careful measurements a word can be so



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badly spaced? The truth of the matter is that each letter is not a solid block of the same shape, and that **because** each varies in shape, the spaces which are created between them, when we combine them into words, also vary greatly.

The problem then comes down to a study of the shapes of the letters, to see if they can be grouped according to shapes and outlines, and the spaces that they create in combination.

Capital letters may be divided roughly into these groups:

1. Those beginning and ending in vertical lines: **H-I-M-N-U.**
2. The circular letters: **O-Q-C-G-S.**
3. Those with one vertical and one round side: **B-D-P-R.**
4. Those having oblique sides: **A-V-W.**
5. Those having one open side: **L-E-F-P-J-K.**
6. Those having open spaces on each side: **T-X-Y.**

Having thus grouped the letters, we readily see that the measured space between two letters like **HE** would not look equal to the space between **LE**. Where in **HE** the area of the space is definitely outlined that between **LE** seems larger because it is less definitely outlined, the eye being permitted to wander beyond the end of the **L** inside of the letter.

We haven't space to analyze every possible combination. We call atten-

tion, however, to the word MINNEAPOLIS again. Study the word as it has first been laid out, and discover why the spaces between **EA** is greater than between **NE** and why the spaces between **MI**, **IN**, and **NN** seem smaller than those between **PO** and **LI**.

The rule for spacing is: **EQUALIZE THE AREAS OF THE SPACES BETWEEN THE LETTERS.** RE-

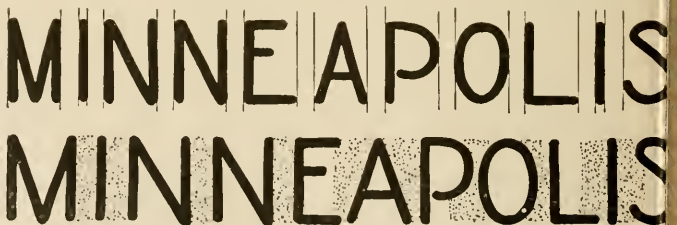
**MINNEAPOLIS**  
The various strokes used in the letters

**AO Sbe**  
Showing how letters are broken up into stroke

MEMBER THAT THIS DOES NOT MEAN THE DISTANCES BETWEEN THE ENDS OF THE LETTERS.

The following general rules will be found helpful:

1. Do not measure your spaces and letters with a ruler.
2. Sketch your letters freely and lightly in pencil so that they may be easily shifted.
3. The letters in a word are to present a continuous pattern without any breaks or "holes". Whenever a "hole" or big space appears in your word it needs correction.
4. Respacing of one letter may mean the respacing of one or more in the word, and frequently the entire word.
5. When two letters, both having vertical sides, come together, they should be spaced a little farther apart than when a round letter follows a vertical. In other words, the actual distance between **HI** should be greater than that between **HO**.
6. When a letter follows an open letter such as **F, T, L**, it should be brought close to the open letter; in fact, the extending horizontal element of **F, T, L** may be slightly shortened to bring the bodies closer, and thus lessen the space between them. In a combination like **LT** the **T** may actually overlap the **L**.
7. Similarly, letters on either side



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Fig. 2. The upper line shows the letters and distances measured equally with a ruler. See how badly spaced the word looks. The lower line shows the word with the **AREAS** between the letters equalized, done without the use of the ruler. Though some of the letters are closer than others, they **LOOK** evenly spaced.



of A, V and W should be brought close to them.

Letters following and preceding the circular group should be brought close to them.

Do not hesitate to respace a word that does not **look** correct. Always sketch lightly. In making changes, do not rub out the incorrect spacing, but sketch on top of your mistakes. The correct letter should be heavily sketched. Let the cleaning up be done after the inking is finished. Use only a soft pure gum eraser, so as not to injure the surface of the paper.

As the small letters are nearly all based upon the circle or oval, the shapes of the spaces they create between them do not vary widely. Therefore spacing of small letters is a much more simple problem and makes lettering in lower case easier, once the forms are mastered.

Finally, when the letters are spaced as carefully as seems possible, apply the following test: Using the word **MINNEAPOLIS** as our model, look at the first three letters **MIN**. Make sure that the I looks exactly in the center between M and N; in other words, that it does not look like **MIN** any more than **MIN**. When you are satisfied that these are correct, take the second group of three **NNE** and test the middle **N** in the same way that **I** was tested. Follow this by testing **NEA, EAP, APO, POL, OLI, LIS**.

Constant watching of letters in this way will create the habit of correct spacing, making it second nature.

Enough space should be left between words, about the width of a letter usually, so that each word stands as a unit with white space around it.

For practice, letter a paragraph or make signs and tickets like the illustration. Refer constantly to the previous lessons for the letter forms and methods of breaking them up into strokes, so that you get the correct habits and that the lettering is done with the speed which the single stroke method is intended to give you.

Write for the December Educator if you have missed the previous lesson on the alphabets.

## SPECIMENS OF AMERICAN PENMANSHIP

By Albert S. Osborn

About 1850 there began to be developed in America an interest in the subject of penmanship unlike anything that has ever occurred anywhere else on the globe. This resulted from two main causes. The first of these was the beginning in America of commercial education and the establishing of Business Colleges in all the principal cities of the land, and the second cause was the devising and publishing of the Spencerian and Payson and Dunton and Scribner systems of penmanship. Penmanship was highly featured in these new schools, and every one of them had a penman more or less noted, and "plain and ornamental" penmanship was a great advertising card. Then there began the fierce competition between the systems of penmanship, each of which had its "penmen of national reputation". It was the day of the "bounding stag" and the flourished bird and big capital letters and wildly flourished outlines. Hundreds of young men became ambitious to be great penmen, and ability in this field commanded a high price for those days. All commercial schools sent all advertising matter out in envelopes ornately addressed by penmen, and many prospective students went thousands of miles in order to get instruction from some famous writer or flourisher.

Gradually this flourished and ornate handwriting began to assume a more practical form, and the bounding stags, eagles, and flourished birds no longer decorated the entrance halls of what were supposed to be practical schools, but the fierce competition and the interest and finally the practical value of this high skill, developed a group of penmen undoubtedly superior to any similar group in the world's history. In connection with this teaching of the subject the manner of writing, as well as the form and style of writing, was considered, and there was developed a free arm movement in writing that is still taught. This new manner of writing, very different from that employed by the earlier penmen of Europe, led to a skill in the execution of ordinary handwriting never before equalled. There were naturally certain outstanding figures in this penmanship field, certain men who by nature and temperament were qualified for this development and had the patience and industry necessary to carry it to the high point reached.

The conditions which developed this interest in the subject have, in great measure, now changed, and a large number of the master penmen of this period are with us no more; our genial friend Dennis being the last to go. Comparatively few general collectors and librarians and artists are aware of the fact that there has been developed here in America this extraordinary and unequalled skill in handwriting. Specimens of the work of these various experts with the pen are now distributed in scrap books and in collections of

individual admirers throughout the country.

This introduction leads up to the suggestion that the best of these original specimens ought to be collected and bound and put on file in the great libraries of America. One of the difficulties is that those who possess these specimens do not wish to part with them, and then when their days are ended these gems often got into the hands of indifferent holders and may be entirely lost to the world. It would be possible at this time to make photographs by the present, perfected methods of photography of perhaps one hundred of the best specimens of this wonderful handwriting, so that all admirers of handwriting could for a small consideration secure these best specimens of the best writers who have ever lived. This matter is written to suggest that The Business Educator take some action to secure the loan for photographic purposes of these specimens of handwriting and decide which are best for the purpose described. It is quite certain that collectors will entrust to The Business Educator these unique and highly interesting specimens of handwriting for examination and careful photographing. The details of this proposed undertaking can be worked out later. These suggestions grow out of a realization of the importance of making a permanent collection of this unique but scattered material and putting it into form where it would be available as reference material in libraries and other institutions, and making it possible for interested individuals to secure a collection of perfectly reproduced specimens of the best handwriting ever written.

New York, Dec. 5, 1924.

Mr. Chester W. Hunter of St. Paul, has accepted a position to teach in Des Moines beginning with the second semester.

Miss Mary P. Bligh of Somerville, Mass., is a new commercial teacher in the Cambridge, Mass., High and Latin School.

Mr. E. F. Burmahlin, last year Supervisor of Commercial Work of the Houston, Texas, High Schools, has recently been elected Director of the Department of Business Education of the E. C. Glass High School, Lynchburg, Va.

Miss Dorothy I. Rice of Vineland, N. J., has been elected assistant in the Commercial Department of Virginia Union University, Richmond.

W. B. Zollman of the Roanoke, Virginia, National Business College, sent the Business Educator a nice size club. The National Business College is noted for its fine penmanship.

Oshkosh, Wis., Business College, under the management of W. C. Springgate, sent a list of forty-one subscriptions to the Business Educator, which means that good work may be expected from that school.

**Merchandise  
delivered**

**CREDIT  
DEPARTMENT**

Fig. 3. Make simple signs like these, paying special attention to the matter of spacing of the letters.





## BUSINESS COLLEGE ADVERTISING

By Geo. A. Meadows, Pres. Draughon's Business College, Shreveport, La.

In order to get the proper returns, one must not only spend a good percent of the receipts for publicity, but he must know how to spend it. One must not only know advertising, but he must be energetic and industrious enough to keep forever and eternally at it. Spasmic advertising seldom pays.

The average school man is not an advertising man. He has so many other things to occupy his mind, and he sees things from his side only. Hence, it would seem advisable to use a certain amount of syndicate matter. But one must be careful to buy literature that possesses personality and abounds in salesmanship. Of course, a school must use enough localized matter to give its advertising local "color."

If the manager is not capable of writing strong copy and producing attractive literature, it is better to employ some syndicate or advertising men to handle the matter. Cheap literature is the most expensive, always. It is well to keep this in mind when you think you will try to "economize" on your advertising. If your message is worth getting out at all, it is worth putting out in attractive form. By all means, make it **readable**—that is, **easy** to read.

All large schools are big advertisers. All small schools that have been established for many years are either poor or small advertisers—perhaps both. Of course, the advertising must be backed up by **SERVICE**; in other words, the school must "deliver the goods." Unless this is done, there will be a reaction from the advertising which will prove expensive. Usually, where a school appreciates the importance of advertising, it realizes the necessity of conducting a good, clean school.

It always pays better, in the long run, to conduct a high-class school. If this is done—that is, if good courses are given, good instructors employed, first-class equipment used, comfortable and cheerful quarters maintained, and students assisted in securing employment—the school may go the limit on advertising, and find it profitable—provided general conditions are favorable.

Business schools should not "knock" each other—in advertising or otherwise. **CO-OPERATION** is the order of the day, even among competitors. You should not worry about how much your **COMPETITOR** advertises. His advertising, if directed along the right lines, will cause young people to become interested in **business training**. If you advertise more than he does, and conduct a better school than he does, which you should, you will profit from his advertising.

It is the man who **invests** his money that **makes** money. Money spent for advertising is **not** an expense; it is an **investment**. The main thing is to invest **wisely**; know how to get the greatest **returns** from the investment. One of the most important things is to build up a good, big mailing list. To do this, you must constantly be on the lookout

for new names. Of course, the mailing list must be checked over often to eliminate duplications. Names may be obtained from the student-body at different intervals by passing name blanks out among the students. Name blanks may be mailed out with literature to prospects, and Return Information Cards sent out may contain blanks for the names of others who may be interested. It may be advisable, occasionally, to offer premiums for names.

A school should have a first-class catalog, use a reasonable amount of newspaper space, have a good follow-up system, get out new advertising matter from time to time to fit conditions or that is appropriate for the season, and perhaps use some out-door publicity. I want to say here, too, that I believe any school will find it profitable to employ at least one first-class solicitor. This is an opportunity that hundreds of schools are overlooking.

Large schools have been known to become small schools in the course of time, where they changed management and cut down on their advertising appropriation. Small schools have been known to become large schools, where they changed hands and became large advertisers.

Small schools have become large schools **without** changing hands where a man of **vision** was at the head of the school and invested heavily in publicity and other things in proportion, as the growth warranted it. Advertising will probably do more to "make or break" a school than anything else, depending on the **quality** and **quantity** of the advertising, the way it is handled, and the way it is (or is not) **backed up**.

No one has a **right** to conduct a school that is not a credit to the profession. On the other hand, everyone owes it to himself, to the community, and to the profession to conduct the very best school possible.

As stated in the beginning, it is generally agreed that a business school should spend at least 8 to 10 per cent of its receipts for advertising—more if it wants to grow, and general conditions are favorable. It is largely a question of how **big** a school one wants to build up, and how **soon** he wants to do it. And why not build up the biggest school possible—one that will be a credit to its head and the community? It probably will not require any more time, and very little more effort than it does to conduct a two-by-four school, with a handful of students. It is merely a matter of vision, management and advertising.

Carlton Hall of Colorado Springs, Colo., is a new commercial teacher in the Walsenburg, Colo., High School.

Well written specimens of penmanship and lettering have been received from Kinzo Okamura, 3 Kobai-Cho, Kofu-Shi, Japan.

Mr. D. E. Short, Jr., Nashville, Tenn., has formed a partnership with Thomas M. McIntyre to engage in Public Accounting practice under the name of McIntyre & Short, Certified Public Accountants. Mr. Short will continue to devote a large part of his time to teaching in Fall's Business College as usual.

The Business Educator desires to publish some specimens and material regarding J. A. Wesco, the penman who has labored in the interests of penmanship for many years. If you have any specimens of his work suitable for reproduction, we shall be glad to have reproductions made from them and return the originals to you without disfiguring them. Also if you have any information regarding his history, etc., which might be of interest, send it along.

## GREGG'S NEW QUARTERS

The Gregg Publishing Company has moved to 20 W. 47th St., New York City, where they have more room and more daylight, and a better neighborhood in the center of the new uptown financial, office building and publishing section—just one thousand feet from the busiest corner in the world. The Gregg people want you to make your headquarters at their new address while in New York City.

## BUSINESS BOYS' CLUB

"How to Sell" magazine is organizing a Business Boys' Club. Members will be given a chance to earn their membership, to gather information, and will be given advice and suggestions in establishing enterprises of their own. A special brief course in business training and salesmanship will be furnished members without charge. Other features will be arranged later. All who are interested in this movement should write to "How to Sell," 44 S. Dearborn St., Chicago, Ill.

Mr. and Mrs. John S. Griffith of Chicago, Ill., visited the office of the Business Educator Thanksgiving week. Mr. Griffith, who teaches in the Englewood Business College and who is quite widely known for his ability in penmanship, showed a high degree of skill and a steady nerve by doing some very beautiful writing while the students of the Zancranian gathered around him and watched.

*C. G. Martz*      *Mr. A. P. Meub.*

A B C D E F G  
H I J K L M N  
O P Q R S T U  
V W X Y Z

By James D. Todd, Salt Lake City, Utah

*Sprott Shaw*  
*Victoria Business*  
*Institute*  
LIMITED

THE SCHOOL OF QUALITY

From the pen of Lupfer



## A COLLEGE EDUCATION AT HOME

You can earn a B. C. S. B. Accts., M. Accts., M. Pen. or Secretarial Diploma while teaching. Other college work. Special Summer Lectures. Other courses including Salesmanship, Public Speaking, High School, Story Writing, Poultry Culture, Physical Education, Pedagogy, Law.

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Bernard Macfadden, Elbert Hubbard II

Our graduates are going to some splendid positions in high schools and private schools. Tuition at cost. Personal attention. Standard textbooks. Write for literature and "Evidence".

THE PEOPLES COLLEGE  
Kansas City, Mo.

## HIGH GRADE DIPLOMAS AND CERTIFICATES

Catalog and Samples Free

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ROCKLAND, MAINE

## THE AMERICAN PENMAN

America's Handwriting Magazine

Devoted to Penmanship and Commercial Education

Contains Lessons in

Business Writing

Accounting

Ornamental Writing

Lettering

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Articles on the Teaching and

Supervision of Penmanship.

Yearly subscription price \$1.25. Special clubs

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THE AMERICAN PENMAN

55 Fifth Avenue New York

# Spencerian School Pens

Spencerian Steel Pens are the best for schoolroom use because they wear out any two ordinary pens. They retain their smooth-writing points longer against the misuse and hard wear that children put upon pens. Children become better writers quickly with these good tools.

For more than half a century Spencerian Steel Pens have been the standard for school pens. Twelve school pens—three of each number—and our handwriting booklet by mail on receipt of ten cents. Please mention this publication.

Spencerian Pen Company  
319 Broadway New York

No. 1—College, fine point;

double elastic.

No. 2—Counting House,

excellent for bookkeep-

ing.

No. 3—School, fine point,

semi-elastic.

No. 4—Intermediate,

med point, stiff action.

No. 1

No. 5

## BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

**The American Ways, Volume 2.** Published by The Bank of The Manhattan Library, New York City, N. Y. Paper cover, 84 pages.

An American Banquet is older than the earliest steam railroad and which, for more than a century, has observed every development of railroad transportation and national progress, so that it is able to speak with authority on the subject discussed in "The American Way." Two of its founders made important contributions to the early history of steam transportation. One of these—Robert L. Livingston, who was one of the framers and signers of the Declaration of Independence, provided the funds which enabled Robert Fulton to develop his invention of the first steamboat. Another founder, John Stevens, publicly aired the buildings of "railways" in 1812, years before steam locomotives were known.

Volume 2 deals with another subject of vital importance to every citizen—one which few people understand, yet which may easily be understood by all. It seeks to present a clear view of the broad outlines of a great public problem so that the reader may understand the phase that comes up for discussion and thus be able to reach up to a sound conclusion.

These little volumes are issued in response to a widespread demand for fundamental economic information in non-technical form that is capable of being easily understood. To disseminate such information is a form of public service that lies peculiarly within the province of American banks, for it is through the accumulation of economic knowledge that they are enabled to render intelligent and helpful service to their customers, their community and the country as a whole.

**How to Make the Best of Life,** by Arnold Bennett. Published by George H. Doran Company, New York. Cloth cover, 224 pages.

There's a saying about "making the best of a bad business," but Arnold Bennett's point is that, so far as life is concerned, our problem is the much simpler one of making the best of a very fair business.

Living, he holds, is an agreeable exercise, and yet the art of living is rather too frequently neglected.

In this book Bennett begins with the individual and discusses temperament and habits, aids to good humor, education, and the "start" in life. Then he takes up the momentous enterprise known as falling in love. The next steps are marriage, the continuation of marriage, children and the career known as middle age.

A final chapter gives wisdom on the matter of being interested in the community.

**What Books Can Do For You,** by Jesse Lee Bennett. Published by the George H. Doran Company, New York. Cloth cover, 320 pages.

Mr. Bennett's real contention is that for every man, woman and child there exists one or two books so thrilling so illuminating, that once read life will never be quite the same again. In the course of his very readable book the author shows just what books can do, why they are the keys to a vast treasure house, and how they can be used by any one with real curiosity about life. He then adds fifteen admirable books representing the chief fields of human knowledge

and stars a few books in each class for the reader who wants to experiment a little with that strange thing called the mind.

**Teaching Business Subjects in the Secondary School,** by Conner Thorne Jones, M. C. S. Department of Commerce, West Philadelphia High School for Girls. Published by the Ronald Press Company, New York. Cloth cover, 307 pages.

The aim of this volume is to give a comprehensive view of the present situation in secondary school business education.

The book is addressed primarily to those now engaged in teaching or supervising business courses and those preparing for such work. While discussion of theory has had to be kept at a minimum because of space limitations, reading lists, questions, and problems appended to each article indicate lines of further study. The main purpose throughout, however, has been to give a picture, as definite as possible, of methods actually in use and the tendencies plainly developing today. It is hoped that the volume may aid in drawing the divergent lines of practice into a common focus and may thus be a further step toward the setting of standards for the subjects of the business curriculum.

**Vocabulary-Building Speller,** by A. Meyer. Published by The MacMillan Company, New York City. Cloth cover, 139 pages.

Meyer's Vocabulary-Building Speller is precisely what its name implies, a speller that builds a vocabulary.

The whole effect of the text is cumulative through repetition in definition and sentence. If a word used in a definition or sentence is unused, the word is spelled, it in turn is included in the words to be spelled in that lesson, unless it has been given in an earlier lesson; thus the pupil learns the use of one word through the definition of another and has the additional advantage of a constant review of the words already learned.

The pupil is also taught the necessity for correct syllabication. Pronunciation is indicated by the short vowel developing the consonant, the long vowel usually final in the syllable. In the instances where it has been thought necessary to show pronunciation it has been done by phonetic spelling.

**Modern Mathematics, Eighth School Year,** by Raleigh Schorling and John R. Clark. Published by the World Book Company, Yonkers-on-Hudson, New York. Cloth cover, 254 pages.

The table of contents is as follows: How to Solve Problems, How to Express Relations Between Numbers, How to Use Equations, Practical Measurements, How to Find Unknown Distances by Scale Drawings, Using the Right Triangle, Important Principles of Arithmetic, Paying for the Use of Money: Interest, The Secret of Thrift, Making Money Earn Money, The Nature of Insurance, Why People Pay Taxes, The Use of Positive and Negative Numbers.

**The American Digest of Business Machines,** by James H. McCarthy. Published by the American Exchange Service, Chicago. Flexible binding, 640 pages.

An impartial survey and analysis of all business machines. Students can now become familiar with the uses, applications and construction of every machine designed for business advantage—an accomplishment heretofore economically impossible in your courses.

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By W. C. Brownfield, Spencerian School, Cleveland, O.









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Send self-addressed postal for criticism, and stamps for return of specimens.

Wash Here with is shown a simple  
Drawing design with good tone values. Carefully sketch in pencil the shell and fruit and initial "A". Next mix color as previously explained, in two or three separate quantities of varying consistency for the different tone values. Tilt your drawing enough to allow the color to follow the brush, start at top with your brush well filled with color, carry a light wash over entire panel leaving the shell and ribbon. When this wash is perfectly dry add the darker wash, aiming always for a uniform and transparent tone. Study color values of the shell and fruit. Leave the white cardboard for the highest lights. Use two brushes, one for color and the other filled with pure water for blending the tones. Remember that the effect of your work will depend upon its contrasts of light and shade. As a rule you can represent the high lights by the white paper, but if unintentionally you wash over the surface where the high light should appear, use Chinese White to correct the tone value. The color must be thick for darkest shadows.



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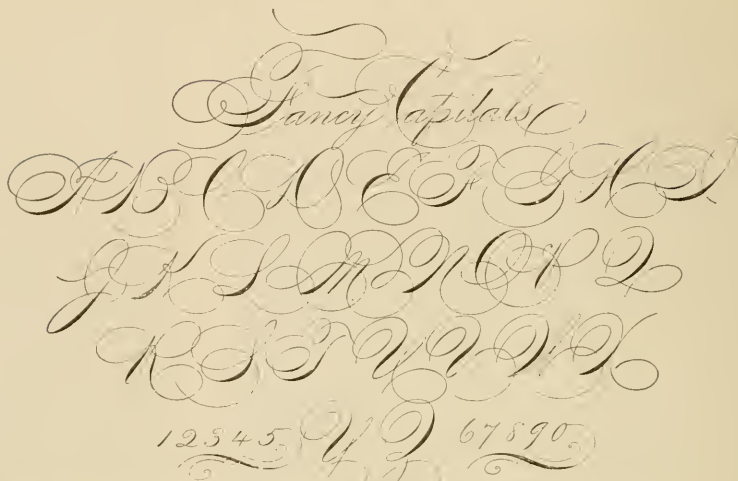
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## LIST YOUR SCHOOL

Names of schools are coming in rapidly for our Advertising Literature Exchange Department, showing a desire on their part to co-operate with other schools. More names will be published next month. Send your literature to the schools above and receive theirs





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Frank A. Krupp, Penmanship teacher in the Interstate Business College, Fargo, N. D., is one of the leading knife-manipulation artists. The work he is turning out lately is of a very high class as the illustration accompanying his advertisement in this issue will testify. Many persons are interested in knife-manipulation, and it is an art not difficult to learn. We feel sure that it would pay many more young people to learn it.

#### A WRITING HABIT (Continued from page 18)

teach them while at the same time teaching difficult words. Use simple exercises, easy letters, and short words.

Third, he should guide the practice of the learner, illustrating, demonstrating, calling forth thought, securing the study of those things that are hard and the repetition of those things that are easy, until slowly and steadily habits of good writing are built up.

All this is difficult, of course. It is much harder than merely telling the children to write, and scolding them when they don't write well. But it is the way of the true teacher.

**WANTED** Experienced Business School Man, twenty-five to thirty, married, as field representative for large Middle West school. Salary \$2000 with commission which will net \$1000 to \$1500 additional. Address Box 560, care Business Educator, Columbus, Ohio.

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Plans will be shaping in hundreds of school offices for a change of teachers in the spring; and, in many, for teachers for the new term beginning in February. Our correspondence covers the continent. "To be ready is everything," a war proverb, is equally true in the struggles of peace. Why stick in a place less desirable than you can fill? Get ready now for the flood of opportunities in March, April, and later. We are waiting for your letter. May we help you?

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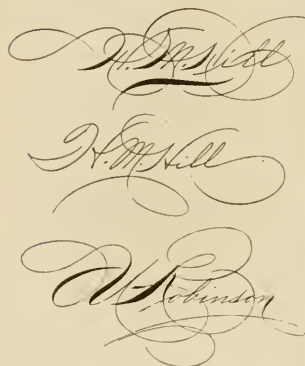
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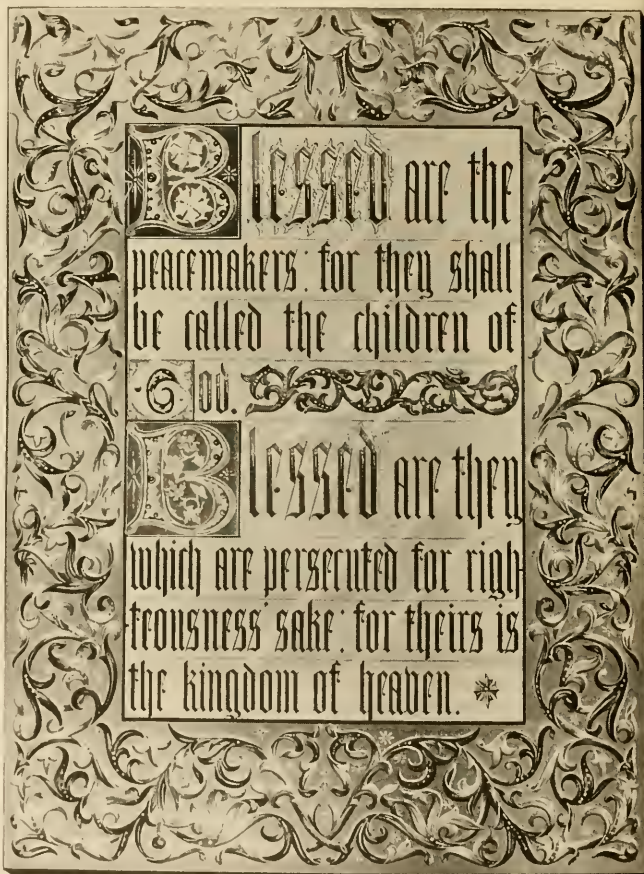


Three very fine signatures from two fine penmen and teachers. Mr. Hill, who advertises in the Educator, is supervising writing in Columbia, S. C., and Mr. Robinson conducts the Robinson Business College, Waterford & Branford, Ontario, Canada.

The Hartford, Conn., Business Institute has been purchased by Leon A. Winslow, who by experience and training is especially well qualified to conduct this institution.

He has had eleven and one-half years teaching experience in Pittsburgh, Pa., Public High Schools, four and one-half years in Short Course Business High School, and seven years at the Allegheny High School, as well as experience years ago in high school in New England.

Mr. Winslow has with him very strong teachers. Some of them are as follows: James E. Curran, graduate of School of Business Administration, Boston University, who teaches Book-keeping and Accounting; Miss Irene Roche, graduate of College of Practical Arts, Boston University, who has charge of Secretarial Science and Psychology in the normal training courses and Miss Anita Greenwood, graduate of Teachers' Training Course, Gregg School, who is head of the Shorthand.



This beautiful piece of engrossing is by D. Beauchamp, Los Angeles, Calif. The original was 17x22 in. Background in light tint of sepia laid on with air brush. Decorations in opaque tint of blue, orange and green. Initials, blue and orange on black. Background of border, solid gold.





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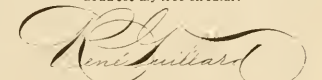


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## REPORT CARD INSTRUCTIONS

(Continued from page 16)

Attendance, Effort, Reading, Language, Writing, Spelling, and Arithmetic.

**Third Grade:** Mark Citizenship, Attendance, Effort, Reading, Language, Writing, Spelling, Arithmetic, Music, Art, Physical Education, and Manual Training.

**Fourth to Eighth Grades:** Mark Citizenship, Attendance, Effort, and all subjects taken by pupils.

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First Period.....Six weeks  
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## To Principals

## Suggestions to Teachers in grading Writing for Report Cards:

Applied writing should be the basis for all grading.

Use the Zaner Writing Scale for grading.

There are three Zaner Writing Scales as follows:

Combined Writing Scale for grades One and Two.

Combined Writing Scale for grades Three and Four.

Combined Writing Scale for grades Five, Six, Seven, and Eight.

## Grades One and Two:

The column on the right of the First and Second Grade Writing Scale is for Second Grade writing.

|                    |     |
|--------------------|-----|
| Second Grade.....  | 95% |
| Third Grade.....   | 95  |
| Fourth Grade.....  | 95  |
| Fifth Grade.....   | 80  |
| Sixth Grade.....   | 80  |
| Seventh Grade..... | 90  |
| Eighth Grade.....  | 95  |

## Scale for Grading

| 1                  | 2         | 3        | 4    | 5       |
|--------------------|-----------|----------|------|---------|
| Exceptionally Good | Very Good | Average  | Weak | Failing |
| 95%                | 80%       | 75%      | 60%  | 50%     |
|                    | 80 or 85  | 70 or 75 | 60   | 50      |
|                    | 85        | 70 or 75 | 60   | 45      |
|                    | 70        | 60       | 50   | 40      |
|                    | 70        | 60       | 50   | 40      |
|                    | 80        | 70       | 60   | 40      |
|                    | 90        | 80       | 70   | 50      |
|                    | 95        | 80       | 70   | 50      |

The upper half is for pencil grading, and the lower half is for ink grading.

You will observe there is no 80% specimen for No. 2, and no 50% specimen for No. 5 on the Writing Scale.

Use your own judgment as to what the 80% and 50% grade of writing should be.

## Grades Three and Four:

The column on the left is for Third Grade writing, and the column on the right is for Fourth Grade writing.

On the Third Grade Writing Scale, 80% or 85% is equivalent to No. 2.

On the Third Grade Writing Scale, 70% or 75% is equivalent to No. 3.

On the Fourth Grade Writing Scale, 70% or 75% is equivalent to No. 3.

## Grades Five and Six:

The percentages are the same in the Fifth and Sixth grades for giving 1, 2, 3, 4, and 5 ratings.

## Grades Seven and Eight:

No explanation is needed for these grades.

Qualities 1, 2 and 3 cannot be obtained without correct posture of body, correct position of materials, arm movement, and speed according to grade.

**Mr. John H. Giles**, Supt. of Draughton's Practical Business College, San Antonio, Texas, reports that their institution has just moved into magnificent new quarters. They have 20,000 square feet of space, and everything was built and arranged to order. They now have, he believes, a building unsurpassed in the United States for commercial school purposes. The school is enjoying the greatest enrollment in its history.

**Miss Ruth C. Smith** of Winterset, Iowa, has accepted a position as Secretary to the Dean of Men of the State University of Iowa, Iowa City.

**Miss Eunice Cotton** is a new commercial teacher in the High School at Connellsville, Pa.

## Read what a professional engrosser says regarding the new edition of "Zanerian Manual of Alphabets and Engrossing"

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Gentlemen:

I like this edition very much. I think that the analysis of the Roundhand subject is rich; the new alphabets are lovely and so are the fine specimens. The study of this edition ought to mean lots of money to those who are naturally inclined to the art. I sincerely hope that it will sell like "hot cakes."

I wish to congratulate you—may you be repaid for the hard work in getting out this splendid book.

I shall try my best to secure orders for copies of the Book for others.  
Wishing you abundance of success, I remain,

Very sincerely yours,

(Signed) NORMAN TOWER,

Engrosser, Denver, Colo.

Every teacher, professional penman and student of penmanship should have a copy of this late book. It contains material on penmanship of value to all persons interested in penmanship. It makes the mastery of engrossing for the student much easier and it shows examples of the very highest type of skill, which is inspiring to both student and the professional. It unquestionably is the finest collection of work on engrossing ever published. Should you order a copy, either send \$2.50 for the book, or \$3.25 for the book and THE BUSINESS EDUCATOR for one year. It will be the best \$3.25 you have ever spent on penmanship.

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displace the Zaner and Bloser Method. The good people of California readily saw through these schemes and demanded the readoption of the Zaner & Bloser Method, knowing that it has been tried and not

found wanting. They know it is a safe and sane method not promoted by pretense or by exaggerated claims, but that our appeal to them was based solely on the results it is securing. Since California first adopted the Zaner and Bloser Method of Writing, Arizona, New Mexico, North Carolina and Georgia have also adopted it, as well as numerous cities and towns. New York City has placed it on the approved list

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STATE BOARD OF EDUCATION  
SACRAMENTO

October 17, 1924

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# THE BUSINESS EDUCATOR

Vol. XXX

FEBRUARY, 1925

Number 6

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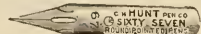
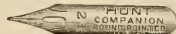
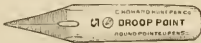
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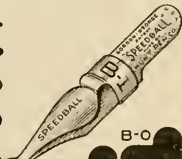
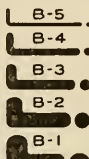
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# The Business Educator

VOLUME XXX

COLUMBUS, OHIO, FEBRUARY, 1925

NUMBER 6

## WINNERS OF THE MOVEMENT DESIGN CONTEST

### Announced in the October Issue

1. Gertrude Warnecke, Illinois Business College, Chicago. A. B. Rowe, teacher.
2. A. W. Matthies, 619 E. 7th Ave., Hutchinson, Kans.
3. Raphael F. Warnick, R. 5, Mt. Vernon, Ohio.
4. J. E. Bridges, 2702 Rosen Ave., Ft. Worth, Texas.
5. Unassigned, from 7701 Frankstown Ave., Pittsburgh, Pa.
6. S. R. Hemphill, McDowell, Mo.
7. Wong Yew, 611 Sprague Avenue, Spokane, Wash.
8. Coletta Preisel, 8th Grade, New Castle, Pa. Lean Kuntz, teacher.
9. William J. Heron, Toronto High School of Commerce. A. F. Hare, teacher.
10. Edwin Wright, 8th grade, Santa Rosa, Calif. Irene Nathason, teacher.

The designs made by Miss Warnecke are worthy of special comment and praise. They are the most artistically designed exercises we have ever had the pleasure of examining.

The second winner, Mr. Matthies, has wonderful control of the pen when it comes to making ovals and push-pull exercises.

Many who submitted specimens which were not granted prizes are to be complimented on their fine designs and the splendid movement they have developed. It is hoped that this movement will carry over into the regular writing.

## MILLER SCHOOL OF BUSINESS Cincinnati, Ohio

December 15, 1924

The Business Educator,  
Columbus, Ohio.

Attention Mr. E. A. Lupfer  
Gentlemen:

Enclosed you will find your letter with the desired information.

We are always glad to reciprocate with our co-workers throughout the country in exchanging literature and disseminating information in regard to commercial education.

None of us have a mortgage on the best ideas, but so far as we are concerned, any ideas that our co-workers in the profession may gather from our literature, as well as correspondence, they are heartily welcome to.

Sincerely yours,  
D. D. Miller, President.

E. C. MILLS



For a quarter of a century, E. C. Mills has been classed by many penmen as the most skillful writer of accurate, high class business penmanship in the profession. His models of grace and beauty, which penmanship teachers not only placed before their pupils, but which they themselves have practiced from, studied and admired, will appear regularly in The Business Educator.

We are very fortunate in being able to present this work to our readers and we hope that all may get much benefit from it, and that all will help by getting their students or friends to follow the lessons from the beginning of the course. Get up a club and see the results.

## TEN PRINCIPLES THAT HELP TO MAKE A SUCCESS

Eliminate from your vocabulary the word "perfunctory." Every task is a test. However trivial it be, your manner of performing it will testify in some way for or against you.

\* \* \*

Remember that the most serviceable of all assets is reputation.

\* \* \*

Think! Exercise the springs of your brain.

\* \* \*

Go for a ride on the horse of your imagination from time to time, but remember it's a high strung animal and needs keeping under careful control.

\* \* \*

Keep a sharp lookout for opportunities, recognize them and seize them boldly when they come within your reach. But do not think every change means an opportunity.

\* \* \*

Be neighborly. Be a good sport. Don't think you can lift yourself up by downing others.

\* \* \*

Work hard. Presumably you have ideals; keep them. Do not become cynical. Don't scoff. Don't lose faith.

\* \* \*

Take an interest and a due share in public affairs. Business can not prosper unless the ship of state is run on a steady keel and steered with competence.

\* \* \*

Meet your fellow men with confidence, unless you have reason to suspect:

\* \* \*

If the so-called capitalistic system is to continue as I believe it will and should, it is particularly incumbent upon those whom it places in positions of business leadership to exercise self-restraint and consideration for others. Be patient, courteous, helpful, conciliatory. Avoid ostentation. Abhor puerile pride and arrogance.

From the Gatlin Gun, published monthly by the pupils of Texas Business College, Weatherford, Texas.

## THE BUSINESS EDUCATOR

Published monthly (except July and August)  
By THE ZANER-BLOSER CO.,  
612 N. Park St., Columbus, O.

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The Business Educator is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.

# Ideal Business Writing

By E. C. MILLS, Rochester, N. Y.

## PLATE 1

## Movement Exercises

**Copies 1-8.** These movement exercises are intended to develop the large action of the muscles of the arm just forward of the elbow. In other words, they are intended to develop and strengthen the movement used in writing. The first five exercises should fill two large spaces. We call the space between the two blue lines one large space, and these exercises should be made just twice that size. It matters not how proficient you may become in writing, you will find that the practice of these simple movement exercises will be found very beneficial. They help to strengthen the muscles of the arm and at the same time they serve as an excellent nerve tonic. The downward strokes in these exercises should all be made very fine and light. It is this light touch that gives the strength and delicacy to the lines. The light touch gives the quality of line and also gives a line that clear appearance that is admired so much by all penmen. Therefore, no matter how far advanced you may be in writing you cannot afford to neglect this movement practice. (Use Zanerian Ideal No. 2 Pens.) It is supposed that all who undertake this series of lessons understand regarding position and have a good idea of arm movement, hence it has not been thought desirable to give any detailed instruction regarding this point.

## PLATE 2

**Copies 9-21.** These exercises and small letter copies are intended to develop the sliding or lateral motion of the hand and arm. Notice the wide spacing or the distance between downward lines. Next bring the down strokes closer together, forming the small "i". Be careful to keep the hand turned well toward the body and allow the hand to rest on the nails of the third and fourth fingers. There is a tendency of the hand turning over toward the right in moving across the page. This should be carefully avoided.

Take up each copy just as it is given, and do not hurry from one copy to another.

## PLATE 3

**Copies 22-34.** Here we have the reverse of the movement given in Plate 2. Observe same general directions given in regard to spacing. The small "m" and "n" should be made round at the top, and this is done by introducing considerable rolling or circular motion of the arm. The final "r" is started same as the first part of the small "m", then the line is retraced with nearly a straight line; form a dot at the top and finish the same as small "w". In making small "c" we have the first stroke used in small "m", then make a broad turn at top and form a dot. Next finish with small circle.

IT PAYS TO WORK EACH COPY IN A VERY THOROUGH MANNER.

## PLATE I

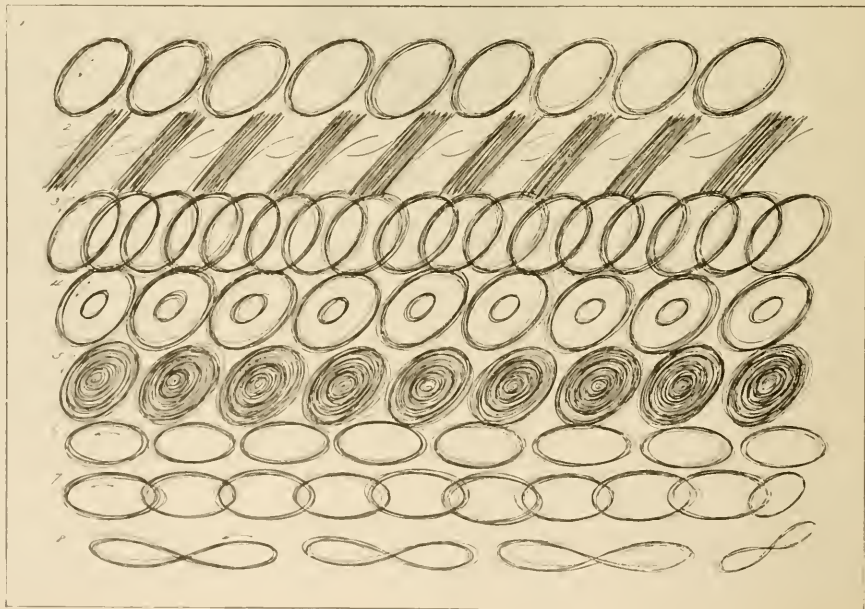






PLATE 2

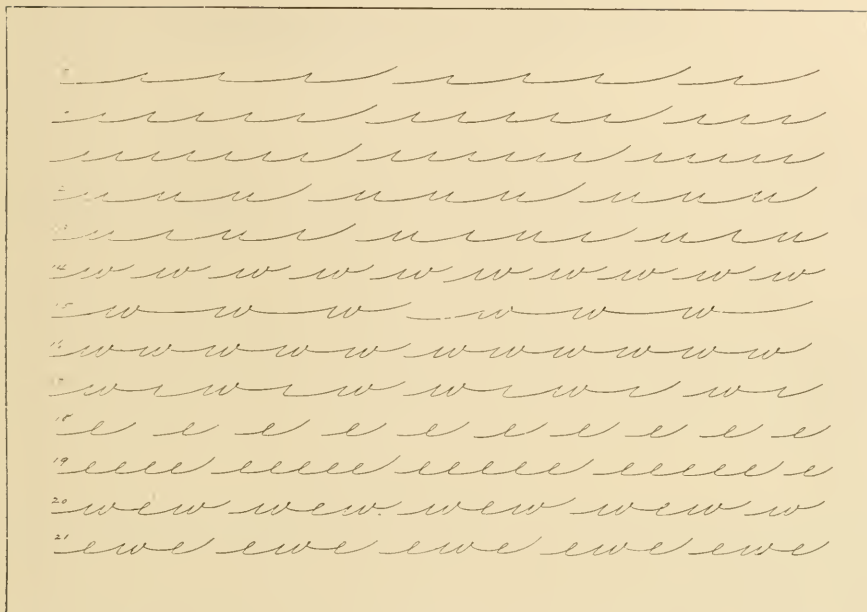
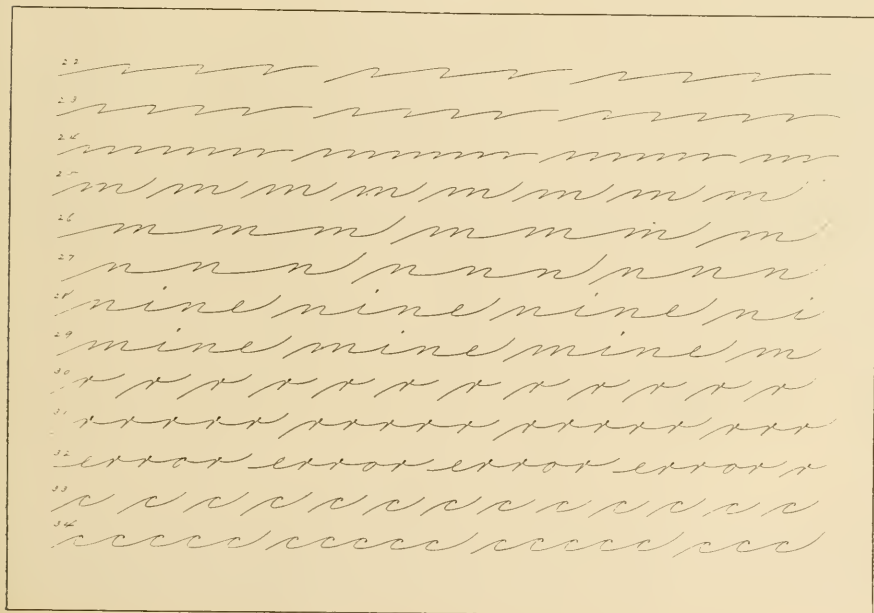


PLATE 3





# Business Penmanship

By OLIVE A. MELLON

Supervisor of Handwriting, McKeesport, Pa.

Send Miss Mellon two pages of your practice work with 10c and she will criticize and return your work

## LESSON THIRTY-SIX

The **z** is much like **y**. It begins and ends like **y**. Make the first part like the first part of **n**, keeping it exactly on the base line. The second part is a slight over-down movement, with the main downstroke nearly straight. The final upstroke crosses the downstroke exactly at the base line. Watch the loop to see that it is not too slanting. Be sure to make the upper part no larger than the first part of **n**, with the right side straight, as are the down strokes in **n**. It will take considerable movement to properly write "lazy" and "buzz," but persevere. Do not use finger movement.

zone zone zone zone zone zone  
lazy lazy lazy lazy lazy lazy  
buzz buzz buzz buzz buzz buzz

## LESSON THIRTY-SEVEN

Don't forget to review. The straight line exercise is particularly helpful with this lesson. **j** is exactly like the final part of **y** dotted like **i**. The usual difficulty is in keeping the upper part the proper height. Make it no taller than **i**. The **g** is much like **j**. Study **g** and find **j** hidden in it. Beginners usually experience difficulty in keeping the loop below the base line small enough and on the proper slant. The final stroke in any loop below the base line is supposed to cross the main downstroke exactly on the base line.

jjjj j jj ja jo ju ji je jam jj  
jay join jaunt jay join jaunt ja  
aaag g ag eg ig og ug gauge g  
gain again game gain again game

## LESSON THIRTY-EIGHT

The **X** is a combination of indirect and direct movements. It is like two 6's, the second one inverted and placed so that it touches, or nearly touches, the first 6 which rests on the base line. Count 1-2-3-4. When the principles do not quite touch make a very short, horizontal stroke at one-half the height.

The **Q** begins like **X** and ends like **L**. Keep the lower loop pointing downward and exactly on the base line. The dotted line indicates the relative position of the loops. It is better to like the pen after **Q**. Count 1-2-3. Lift your pen while it is in motion at the finish.

Q Q 9 6 X X X X X X X X X X  
Xenia Xenia Xenia Xenia Xenia  
2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2  
Quit Quiet Quitting Quilting Quell

## LESSON THIRTY-NINE

**Z** starts like **Q** but the small loop, which rests exactly on the base line is not placed so far to the left as in **Q**. The loop in **Q** is more nearly horizontal than the loop in **Z**. Make the upper part of **Z** larger than the lower. Most beginners make the lower part too large, the upper part too small, and do not make the middle loop rest on the base line. Keep all parts of this letter on the same slant, and count 1-2-3. Don't make the lower loop much larger than the lower loop of small **z**.









Have you an easy, graceful position of the hands, arms and body? If not, study the above pose by Rene Guillard, Evanston, Ill.

We acknowledge receipt of an invitation from the Peirce School of Business Administration, Philadelphia, to attend the graduating exercises of the fifty-ninth class, Wednesday evening, January 21, 1925.

It has long been the custom of this famous institution to make their graduating exercises a notable annual event. The principal address is usually published in pamphlet form. These addresses if published in one volume would form a worthy contribution to commercial education.

This year the annual address was delivered by Honorable Harry S. New, Postmaster General of the United States.

#### How Money Changes

What has become of the honest penny people used to try to earn?

Now it is filthy lucre they are trying to clean up.

### The American's Creed

**I** believe in the United States of America as a Government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many sovereign states; a perfect Union, one and inseparable established upon the principles of freedom, equality, justice and humanity for which American patriots sacrificed their lives and fortunes.

**I** therefore, believe it is my duty to my country to love it, to support its constitution, to obey its laws, to respect its flag and to defend it against all enemies.

By Norman Tower, Engrosser with Barnes Commercial College, Denver, Colo.

Compliments  
O'Drughon's College  
Jackson, Miss.

From the pen of Lupfer

"Tis easy enough to be pleasant  
When life flows on like a song,  
But the man worth while is  
the man  
With a smile when everything  
goes  
Dead wrong." Beatrice Wahking

The above specimen was written by Beatrice Wahking, a seventh grade pupil in the Louisville, Ky., public schools. A. M. Hinds is the supervisor of writing and is getting very free, practical writing.



H. A. Cummins.

Tremont.

1909 Grand Ave.

Ind.

By F. B. Courtney, Detroit, Mich.



A page of signatures well worth studying





# A Little of Everything

By CHARLES T. CRAGIN  
Holyoke, Mass.

## A GIRL OF ACTION PART I

There were over forty in the graduating class of the Evanston High School in the year 1918, and one tall, straight, athletic looking girl of this group is the heroine—if we can call her that—of this little story of real life. Eleanor was the only daughter of Mark Longworth, and Mark Longworth was a broker, or rather a speculator in the Board of Trade on LaSalle Street. He made money enough to give his family about everything they could think of, and they could think of a good many things, as most families can. Following the outbreak of the World War, there had been a tremendous boom in wheat, especially, and likewise in corn and oats and about everything else; and Longworth had been on the bull side of the market and had made, with a very small capital, large sums of money. He had purchased and partly paid for a fine residence in the old college town of Evanston, fifteen miles out of Chicago, on the shores of Lake Michigan, and there his daughter had grown to the age of eighteen when she graduated that spring day from High School.

Eleanor did not have the valedictory, for while she was by no means dull, yet her thoughts ran more to athletics than to scholarship. She was the "best man" on the basketball team. She could row as well as an Indian in her canoe when the harbor wasn't too rough, and she belonged to the girl scouts and was one of the best in the school gymnasium. A strong, healthy, athletic girl. Her father delighted in getting a shotgun, when he had a holiday, and taking a tramp out into the country around Evanston, and perhaps if he was lucky bringing back a small bag of game, for hunters were too plenty to make game very abundant.

The girl often went along on these hunting trips, and she had a little single barrel shotgun which she could handle as well as her father managed his double Parker gun. There was a shooting gallery at the Country Club and Longworth prided himself on his marksmanship and the girl, too, had been taught the use of the target rifle and revolver. You see she was not a sissy by any means, but a good, strong, live girl. And then, after she graduated from high school, her mother said that Eleanor must be finished off in suitable style to enter society. For Longworth was making a good many thousand dollars a year in his rather sensational and very successful ventures on the Board of Trade. So, they sent Eleanor for two years to a fashionable finishing school, "The Oaks," at Forest Park, and there they taught her how to enter and leave a room and just what knives

and forks and spoons to use at a dinner, and how to speak French well enough so that she couldn't understand more than half of it, and so that no Frenchman could possibly understand her when she spoke that beautiful language. She could play a little on the piano and sing a little without distressing her hearers beyond endurance and she could dance all right, as most athletic girls can, and so at twenty, she was ready to enter society, and then there came the smash.

### Disaster

For several years after 1914, as soon as the allies began to buy largely of provisions, wheat, corn, pork and beef had still climbed upward on the Bull Market, and Mr. Longworth had profited and especially had he made large sums of money when the United States jumped into the fracas and called five million men to arms, and sent two million of them over the stormy Atlantic to break the back of Germany, already struggling against a dozen nations. But, in the fall of 1918 there came the Armistice and the United States stopped paying three dollars a bushel for wheat, and the market dropped with a sickening thud and left a lot of speculators "high and dry" on the Bull Side of the market, and among these was Mr. Longworth. Now, Longworth had spent the money he made as fast as he made it, for he had a wife who knew perfectly well how to spend money. There are lots of wives who can spend money with the utmost ease. Longworth himself was no tightwad. He belonged to half a dozen expensive clubs, had several fine motor cars, and didn't live on coffee and sinkers. So, when the smash came he felt the shock and it rocked his fortune to the very foundation, for the big house at Evanston had never been fully paid for, and when the market dropped he placed a mortgage for all it would stand on the paid-up portion of this magnificent estate, which covered several acres in the most exclusive suburb of the city.

It is quite probable that Longworth would have come up again. The American speculator is as elastic as an India rubber ball. He is often down but he is never out, as the Salvationists say about a man. But, it was a stormy night. The road had been washed by heavy rains. The fog blew in from the lake and one could scarcely see a hand's-breadth in front of the swift moving, eighty-horse-power car, and when it collided, as it did with an army truck coming down from Fort Sheridan, the motor got the worst of it and they carried all that was left of Mark Longworth back to his wife and daughter and two sorrowing small boys at Evanston. There was no chance for

him to make a comeback, for the great game of life had been played out and death was the winner.

### Changed Conditions

The death of Longworth left his family in a very distressing situation for the fall in the stock market had taken everything, and it was quite impossible to keep up the payments on the heavily mortgaged estate. So, at twenty, Eleanor instead of being ready to enter society was ready to enter the ranks of the great multitude of young women who must earn a living. When she came to count up her available resources for doing this, she found little of value in the way of equipment. The lawyer who had attended to her father's affairs said:

"Really, my dear, I don't know just what you can do. You have a high school education which might have fitted you to enter college, but that would mean four years before you could make it earn you anything as a teacher or in any such a vocation as a college would have to offer. Now, I pay my private secretary fifty dollars a week and I have two other stenographers and typists, one at twenty-five dollars a week and the other at thirty. It seems to me that with your high school education, your excellent personal appearance, and your good health, that in about a year, perhaps less, you could fit yourself for such a position as these girls of mine occupy; and while it may not be so high-sounding as a professorship or a society leader, I am pretty sure you would find it a ready means of giving you food, lodging and clothing and you would probably be associated with people who would be agreeable, and you'd be learning something all the time. Think it over. You will probably have enough left to pay your expenses and I understand that your mother has some property of her own."

"Yes, Mr. Sawyer, mother has, in her own right, settled on her before father got into financial difficulties, fifteen thousand dollars, and she has quite a quantity of jewelry and other personal belongings that could be used. The income of this will probably be sufficient to keep mother and the two younger boys in fairly comfortable circumstances, but I must get out and work and take care of myself. I will go and see one of the business college men right away."

She went to the manager of one of the best schools of Chicago, and he said:

"What do you know? And what can you do?"

"Well," said Eleanor, "I am a graduate of the Evanston High School in the classical course, but I am pretty good at mathematics, write a decent hand, and my knowledge of English ought to be sufficient for business purposes. Aside from that I don't know much that would qualify me to earn a living."

"Well," said the manager, "you know as much as most girls do who come to us, and if you are willing to work and want to learn, in a year, or perhaps

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## Penmanship Devices and Plans

Teachers are invited to contribute short, helpful methods and devices of about 250 words to this department. Pass your ideas on to others.

### A PROJECT PLAN FOR THE MOTIVATION OF THE WRITING LESSON

The Thanksgiving Invitation shown herewith was used as a project in the formal handwriting lesson in the public schools of New Orleans, Louisiana. You will see from the outline below that this type lesson contains some very interesting and instructive material, and the general results were so gratifying that we asked for permission to reproduce this lesson here.

Procedure: The teacher first wrote the invitation upon the blackboard with

the explanation that whichever pupil could write the first word best might have the privilege of writing this word upon the final invitation which was to be sent to another room. Each word in the invitation was treated in the same manner, with the result that the invitation when finally written expressed the best efforts of about 15 pupils.

The equipment consisted of a sheet of ordinary newspaper about 15x34 inches and a large pencil with soft lead.

We recommend a type lesson of this kind to all teachers who wish to motivate the handwriting in their classes.

### THE INDIVIDUAL METHOD PLAN OF TEACHING PENMANSHIP

By D. C. Beighey, Western Illinois State Teachers College, Macomb, Illinois

It is apparent from recent investigation that more attention is being paid to the teaching of writing in the public schools of Illinois than ever before. One reason for this is that there are a number of good systems on the market, whose representatives have paved the way by training teachers, who in turn become enthusiastic about the subject. There is never much enthusiasm unless the teacher is a good writer, and naturally penmanship is at a low ebb if the teacher does not take an interest in the subject. This reminds me of a teacher I once had in a country school in Ohio, who being a poor writer and taking no interest in writing, would tell us ten minutes before school closed each day (if we had time) to

Come to our Thanks  
giving party Wednesday  
day November 26.  
1:30 P.M. Washington School  
1A and 1B

### CERTIFICATES AND STAMPS

In my opinion, one of the greatest problems which confronts the supervisor of penmanship is — how can I make the writing lesson carry over into other written lessons? It is a problem that I have given much thought, and have tried many devices to bring about the desired results, yet, have not reached the goal for which I am aiming.

One thing I have been using the past and present year has aided me more than any incentive. I pass it on, hoping some one may gain help or suggestion from it which will prove worth while.

Each pupil who hands in neat and carefully arranged papers, well written in all written lessons, receives a Certificate worded to meet said requirements. They may receive a Certificate each semester. The first time the Certificates were given only three or four in a room received them; the second

time the number increased fifty per cent.

The papers of all pupils who receive one hundred in spelling each day for one week are given to me. If they are well written and correctly arranged I put a stamp of approval on them. In the primary grades I use a stamp suitable for the month. In the upper grades I use a stamp that reads, Fine, Good or Fair. I find the pupils are not only improving in the writing and arrangement of the spelling lesson but also the number receiving 100 each day has increased greatly.

Since this is the "Help One Another Department" of our Business Educator, I should like to hear through these columns of any other devices that will help in this phase of our work.

Laura Jane Breckenridge,  
212 Tinkler St., Lafayette, Indiana.

Tell us about the plans and devices you use.

get our copy books—and fill the next page, and that he would be busy and did not care to be bothered with us.

Another reason for the increased interest in penmanship is that during the past generation a number of fine penmen and teachers have passed on the enthusiasm that they received from some old master of the subject, and it is difficult to find at the present time any community in which there is not at least one teacher who has received special instruction in the subject. This instruction may have been received from a special teacher of penmanship in some private penmanship school, business college, or Normal school. A number of these former teachers are now principals or superintendents, who are not only encouraging the teaching of writing but are demanding that all teachers in their systems either possess some Teachers Penmanship Certificate or that they obtain one during their

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# MENTAL MEANDERINGS

By CARL MARSHALL

Route 1, Box 32, Tujunga, California

the rescuers proved to be some very worth-while people who happened to be friends of some good friends of mine. They were on their way to San Francisco, and made me most welcome to stay in their comfortable car till I should reach my destination, Santa Rosa, some two hundred miles further on. And so it happened for me, that the stage break-down up in those lonely mountains proved to be a blessing traveling incog.

Further on, as our party approached the mountain divide separating the waters of the Eel and the Russian rivers, we were treated to a glorious snow-fall, the beauties of which surpassed any possible description of mine. These moist snows of the Coast Range cling tenaciously to all vegetation, and quickly convert all the greenery of hill and glade into feathery whiteness. It was not cold, hardly down to the freezing-point, but even if it had been, our soft seat-ropes and electrically warmed limousine would have kept us comfy, as we coasted down into the Sonoma valleys.

After a happy week-end spent with friends in beautiful Santa Rosa, I boarded another highway stage to cover the remaining sixty miles to Sausalita, where the ferry would take me across the Bay to San Francisco. This stage was the real thing in up-to-datensness. It was a long, lavender-colored, car-like vehicle, with three compartments, and capable of carrying in comfort, from twenty-five to thirty passengers. The seats were upholstered in crimson plush and each seat was provided with several heated foot-rests, the heat being regulated by a little lever on the back of each seat that could be operated by the passenger. These stages make thirty-five miles an hour, including stops. There are both local and express stages, the latter making but few stops. No wonder that the public prefers them to the noisy and stuffy railroad trains.

These super-stages run by two main lines from 'Frisco to Los Angeles, making both day and night trips, and bearing such suggestive and sprightly monikers as the "Blue Jay", the "Oriole", the "Nighthawk", the "Metropolitan", etc. I chose the "Blue Jay", which leaves San Francisco at 6:00 A. M. and arrives at Los Angeles at 10:30 P. M., 455 miles. Being in no great hurry, I arranged for stop-overs at San Jose and Santa Barbara, thus obviating the loss of any of the beauties of this scenic trip through night-riding. It may interest the economical to learn that the entire trip from Eureka to Los Angeles and return, with a time-limit of three months, cost me but \$43, or around \$12 less than by steam railroad. As for scenic interest and general attractiveness, the railroad trip is not in it for one little minute with the stage route. These new State or Government highways are either asphalt or concrete, for almost the entire distance, and they wind gloriously up and down through the mountains, and foot-

(Continued on page 21)

It is quite some time since I have done any outdoor stuff for the Educator family, and the idea has penetrated my tinkery that you might like to hear about an eight-hundred mile trip by auto stage that I have just completed—a trip that began in the far-away redwoods of the north, and ended among the palms and olive trees of Los Angeles.

Most of us recall the jolly old-fashioned stage-rides we used to read about in the stories of Dickens and Fielding, the lumbering old coaches, the quaint autocrats who "held the ribbons" on the box, the commodious weather-beaten inns, the "Blue Dragon," the "Golden Lion", the "Red Crown" and the rest, the fat landlords and their buxom helpmeets, putting a best foot forward in the matter of joints of sirloin, trussed fowls and the like. How romantically old-timey and delightful it all was! And full of thrills, too, especially when the lovely heroine, accompanied by the penniless hero, was fleeing by post to Gretna Green pursued by an irate and swearing father in his own "coach and six", with bets about even as to which would win. Then came along the steam railroads with their unheard of speed and luxury to send the old stage coach, with all of its belongings to ballyhack, seemingly never to return.

But you can't most always sometimes tell. The stage-coach has come back, and in a form likely to disturb the dreams of the railroad coupon clippers. The ramping horses are gone, but in their place is the gasoline engine, that speeds the big twenty-foot coaches over the highway further in an hour than the old-time coach could go in a day. And there is no lumbering and lurching and overturning in mires and other old-time mishaps. These glistening, plush-upholstered, electric-lighted, and heated vehicles, with their big pneumatic-tired wheels go gliding over the concrete or asphalt highways, with more smoothness and better speed than does the average railroad train.

I had had some short-trip experience with these wonder stages that now ply the equally wonderful mountain highways of California, but no long ones, so when it came time for me to make my annual migration to Orange Land, I elected, even though the winter storms were on, to try the stage. Leaving Eureka, the metropolis and chief seaport of northern California, one murky morning, we were soon beyond the rich

dairy farms and pretty towns of the lower Eel river, and winding our way among the giant redwoods of the South Fork. The matchless forests of these wonder trees in this region are still primeval, and it is a pleasure to record that several fine areas of them, thanks to the "Save the Redwoods League" of California, are rescued for all time from the axe of the lumberman. In scenic beauty and entrancing interest, this hundred-mile driveway up the South Fork to the mountain summits of Mendocino is probably unexcelled by any travel course of equal length in America. Any just attempt at an adequate description of its beauties would be likely to crowd the present story quite off the map. Besides, I am trying to write of stage coaches rather than of scenery. The coach used on this first leg of the trip from Eureka to Willets, was not of the latest and most luxurious model, but a shorter and stockier type that had been put on the route before the new State Highway had taken the sharper kinks out of the mountain roadway. The dear old wagon seemed dependable enough, however, and ate up the first hundred miles of the route in schedule time. The three passengers of us were just beginning to smack our lips in prospect of the nice luncheon we were to have at Willets, fifty miles further on, when, bing! all came to a halt with a rasping shock. The driver leaped from his seat, and after a brief exploration of the innards of his machine announced sadly that the carburetor had become interlocked with the transmission, or something, and that the old stage would not function again till it had spent at least a week in the repair shop. For the last fifty miles it had been raining steadily, and now hurries of snow were coming, but our driver pluckily set out to find the nearest ranch or road station where he could telephone, while the rest of us proceeded to draw such consolation as we might from the prospect of a dinnerless and superfluous day, and quite possibly to be followed by a night in the snow-covered wilds. Evidently, modern staging could afford its adventures.

All at once, a big luxurious touring car came gliding up behind us. It seemed to be well filled with prosperous looking folk, but it did not go swinging by us with an aristocratic air as we expected. Instead, these folk were of the Good Samaritan breed, and stopped to inquire courteously what the trouble was and whether they might be of service. Being told, the gentleman announced that he had room for one of us, my fellow-travelers, the young salesmen, proclaimed promptly that I should be the one chosen. There are some advantages in being past the seventieth milestone. Curiously enough,







## A LITTLE OF EVERYTHING

(Continued from page 15)

less, you would be qualified to fill an ordinary office position, and after that it is up to you how far up the ladder you will go. We have girls who start at twelve dollars a week and they never get more than that, because they are twelve-dollar-a-week girls. We have others that started at twelve, and one of our old graduates is getting five thousand dollars a year as credit woman for one of the big department stores of the city. It's up to you how far you will go. There's not so much difference in ability as there is in inclination to work. If you will do, your part we will do the best we can."

And so, on the tenth day of October in that fall of 1920, Eleanor entered the Business College.

### Preparing for Business

There is nothing very romantic about business college work, and it was a very decided change from the kind of school work to which Eleanor had thus far been accustomed. The four years in the Evanston High School had been a rather leisurely four years, and the two years at the fashionable finishing school, "The Oaks," were not calculated to stimulate mental activity, but when the girl got in with several hundred young men and women, each trying to qualify for a paying position in the shortest possible time, she found herself in a very different atmosphere. They were live wires, most of these young people, with little money, which they meant to increase by making themselves worth-while to those who would pay money for efficiency.

But Eleanor was not lacking in intellect, she had excellent health and soon made the grade with the best of them. It didn't take her long to master the hooks and curls of shorthand. Her piano practice had made her fingers flexible and it was play to transcribe the queer characters into readable type, and she was quick enough at figures and had reasoning power enough to readily comprehend the mysteries of bookkeeping, so that in about eight months she could begin to see light ahead when the principal called her into the office to do typewriting for the school and occasionally to take a letter from himself or from one of the other teachers.

### The Jewel Expert

Occasionally there came visitors in the afternoon to lecture in the assembly room. These lectures were given by men who knew what they were talking about. They were bankers, business men, congressmen, sometimes, and one day there came a jewel expert, Mr. George F. Kunz, an acquaintance of the principal of the school. Now, I suppose Mr. Kunz knew more about precious stones than you and I both put together for he is employed at Tiffany's great New York store, to judge jewels they buy and to pronounce their fineness and value.

If you ever go to New York I want you to go in to Tiffany's. In the show cases you will see millions of dollars worth of diamonds, rubies, emeralds and

sapphires. These you know are all the really precious stones, and besides these in Tiffany's you will find marble in sculpture and the magnificent life-size statue in ivory of Bellona, the Goddess of War, and countless rare and beautiful things.

Well, Eleanor had at home a few good, but not very large, specimens of jewelry given her by her father before his failure, and her mother had a few rather good diamonds and other precious stones, and so she listened with a great deal of interest to Mr. Kunz's interesting story of how these jewels were taken from the earth, prepared for market and valued. She did not think of it at the time, but this lecture had much to do with securing her first position, for she was so interested that she got some of the books Kunz spoke of from the City Library and learned quite a little about jewels.

In July and August, Eleanor was called into the school office and given tuition and ten dollars a week to help in the circular work and answer inquiries that during these two months were sent to a great many people who thought of entering the fall term of the school. She did excellent work, and was found to be intelligent enough to answer most of these letters without dictation. And then, one day, a young man with flaxen hair, rosy cheeks, and a round full face came in and asked to see the principal. In the interview that followed this young man said:

"I was born in Holland where my wealthy relatives now live, in the old city of Amsterdam, but I came here to New York when I was fifteen years old to work with my brother in a wholesale jewelry house on Maiden Lane. When I grew older, I worked up quite a little business outside the store in the selling of diamonds, watches, jewelry and precious stones. Five years ago I came to Chicago after the close of the war, and since that time I have built up a very good business, importing diamonds directly from the diamond cutters in Amsterdam and having others

sent me on memorandum by my uncle who is a great jewel merchant in that city, and selling them here to jewelers and others. I also handle rubies, sapphires, emeralds and pearls, and many of the fine semi-precious stones like the amethyst and the opal. Now, my business has become so large that it takes me all my time to attend to the outside salesmanship while my father is in the office. I don't wish to employ other salesmen for I have not sufficient capital to carry a large stock of these jewels; but since the Russian revolution, my uncle in Amsterdam has purchased many rare gems from Russian refugees of the nobility, who were obliged to flee for their lives and who took with them what they could of the family jewels. Now, I want a young woman to act as my secretary and treasurer and stenographer and book-keeper. I don't want an old experienced woman who would know more than I do and who would not follow my wishes; but I want a young woman who is strong and healthy and not afraid, for she would be alone sometimes in my office, and she must be one who can know enough not to talk, for I have a very plain, simple, cheap office, but sometimes there are a quarter of a million dollars worth of jewels in it and there are plenty of thieves in this great city of Chicago. Have you such a girl?"

"Well," said the principal, "it is not the easiest thing in the world to find a girl who is willing to take a position that might be dangerous, and that does call for a good deal more than the qualities that make an ordinary office girl."

"That is true," said Mr. Von Heusen, which was the name of the young Hollander, "but really there will be no danger even if robbers found out that I had wealth concealed there. They might tie up the girl but that would be all, and I do not intend to leave her alone except in case of emergency, and the salary will be better than that of the ordinary office girl. What do your girls get for their first position?"

"Well, it depends. The first job generally ranges from \$15.00 to \$25.00, depending on how good a girl they want."

"Well, I will pay \$25.00 to begin with and if the girl proves right it will be \$30.00 in a little while, and perhaps much more than that if my business develops and if she can help to make it develop."

The principal pressed a button on his desk and Eleanor stood in the doorway.

"Come in, Miss Longworth, I want to introduce you to Mr. Von Heusen, and I am going out to lunch and leave you to talk with him. He will tell you what he wants, and I believe you are capable of filling such a position as he has in mind which will call for intelligence. I know you were greatly interested in the lecture of my friend, Mr. Kunz, and perhaps this position of his might appeal to you. Talk the matter over and when I come back let me know what you have decided."

And after a brief interview, Eleanor got her first position at \$25.00 a week in a business that appealed to her.



By Pearl Dickinson, Student of F. A. Krupp, Penman, Interstate Business College, Fargo, N. D.



## To My Fourth Grade Teachers

By JOHN O. PETERSON,  
Supervisor of Handwriting, Tacoma, Wash.

Form, as we speak of it in writing, is a line showing where a pen has traveled and left a film of ink. The pen need not necessarily have traveled on the paper. It may have traveled over the paper. But in order to leave a line the pen had to travel close enough to the surface so that a thin film of ink could bridge the gap. There is nothing about such a line to appeal to the ear, or to the smell or to the taste. Sight is almost the only sense appealed to. True, there is a slight synthetic sense of touch; because we cannot look at a smooth, graceful line, at least not after having seen one made or after having tried to make one, without experiencing a slight sensation of the motion which produced it.

The lines in any given letter should be continuous. And if several letters are combined in a word then there should be one continuous line in that word. Now to make a line continuous you must keep the pen moving. When you print, or draw, you lift the pen and put it down again whenever convenient. But when you write properly you do not do this. In writing you double

up, turn, retrace and loop the line in order that you need not lose time by lifting the pen and putting it down again. That is the process by which you make speed.

Have you ever watched a cowboy give an exhibition of rope throwing? He makes the rope cut all kinds of capers. He weaves fancy designs in the air with it. It looks difficult, and it is difficult. But it is no more difficult than some of the "designs" (words) which we ask our fourth grade pupils to "throw" on paper. Take, for instance, the word "Longfellow". Every fourth grade pupil has to write words as difficult as that. Suppose you were to ask the cowboy to throw his rope on the ground in such a way that it would spell out this word. That should not be much more difficult for him than for your pupils to write the word; that is, if they write it with muscular movement at oval speed. It took a lot of practice for the cowboy to learn his tricks. And it takes a lot for your pupils to learn theirs. It is not as difficult as it seems. The main thing to remember is that our muscles will

soon learn to do a thing a certain way if we keep them doing it over and over and constantly try to get a little nearer to the thing we are aiming at.

We started out by discussing form. The thing you are working to develop most is not form so much as skill. In muscular movement writing form is the result of skill. If the forms your pupils make in the fourth grade are produced with some kind of movement other than that which they are eventually to use, then those forms will not help them much when they begin to use muscular movement. Those forms may even hinder their progress. Forms, we decided, give us a sensation of movement. If the forms your pupils make have become associated with the wrong kind of motions your pupils will probably have to learn to make them all over again. The boy who can make a letter almost as good as his perception of it, but with the wrong movement, is usually farther from becoming a good muscular movement writer than the boy who, using the right movement, can make a letter only half as good as his perception of it.

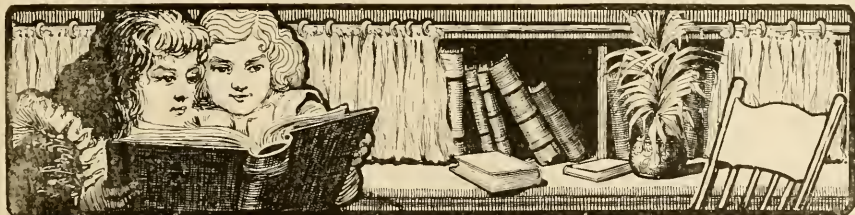
Let us go back to that word "Longfellow." If your pupils can stay in the position which best permits of muscular movement, if they can make ovals with that movement, and if they know the letter forms, then they can write that word with muscular movement. Maybe they do not all know that they can do this. But they can. Making ovals is not writing. Making them only helps to get the swing of it.



Part of the penmanship class in the 1923 Summer term, Lock Haven, Pa., Central State Normal School. Miss Ida Gordon, supervisor of penmanship, Clarksburg, W. Va., was in charge of the class. Teacher's penmanship certificates were granted to 65% of the class.

Mr. J. F. Sterner, a large clubber of *The Business Educator* with the Heald's Business College, Sacramento, California, writes as follows: "We are very well pleased with the contents of the *Business Educator* this year. Our students are enthusiastic over the lessons and we are anticipating a very successful class in penmanship this year. Business on the Pacific Coast is fair in almost every line and we are looking forward to a very successful season."

H. R. Fleming of the penmanship department of the Tyler Commercial College, Tyler, Texas, has secured a position with the Port Arthur, Texas, College. E. R. Vernon, a former Zanerian, succeeds Mr. Fleming in Tyler.







## TEACHING PENMANSHIP BY RADIO

By C. W. Rhodehamel, News Bureau  
Broadcasting Station KGO,  
Oakland, California

The following article should be read by all teachers who desire to keep abreast of the times. The results accomplished in this test were remarkable and show the great and very large possibilities in radio teaching.

Same day in the near future some one may teach a penmanship class of boys and girls numbering millions.

Another remarkable feat was that the article came from California to Columbus, Ohio, via air mail, in three days.

Yes, friends, we must change our methods to meet conditions, for this old world is making wonderful progress in many lines.

Mr. Editor,

At first thought it seems impossible, but penmanship has been successfully taught by radio. This was accomplished recently by Miss Myrtle Palmer, Penmanship Supervisor of the Oakland, California, Public Schools, co-operating with KGO, the Pacific Coast General Electric Station. It was done as one of a series of tests now being conducted by Dr. Virgil

that children assembled under normal class room conditions can receive radio instructions in penmanship successfully.

"Good morning, girls," she began her lesson.

"Good morning, Miss Palmer," replied the control class.

"Would you like to have a class at Allendale, Hamilton, Clawson, Garfield, Lakeview, Lowell, Melrose Heights, Prescott, and Roosevelt Schools write with us this morning?"

"We would like it Miss Palmer," replied the class.

"Very well, boys and girls in the different school in Oakland, you are invited."

And the lesson was on. "You will understand," continued Miss Palmer, "when I say 'move' that I refer to the paper. I would not like to have you move."

"Let us take our position drill by signals. When I say 'one' you should sit erect, feet on the floor and directly under the seat, arms hanging loosely

"You may now pick up your penholder with your left hand, place it in the right and continue the movement. Dip pens. Place a small check in the middle of the fifth line from the top. Divide the first half of this line. Now, the last half. You now have your line divided into four parts. Have you done that?" asked the radio teacher, and one boy several miles away replied, to the loud speaker, that he had.

"In the first quarter we shall practice the two space, compact, direct oval. In the fourth, the 'push-pull'." Remember the line you have divided is your base line." "How high is this exercise, Agnes," queried the teacher, this time directing her question to a member of the control class.

"Ready for the first quarter," continued the voice. "Motion for the oval drill. Ready! Begin!" Then, a phonograph record was played, and six hundred busy children made loops, and ovals in unison, perhaps for the first time in the history of the writing art.

Pupils in the schools not only showed their enthusiasm, but one mother at home sent in her paper to be graded. She apologized for not understanding "push-pull", "ovals", and so on, but requested to be instructed. Many letters were received at KGO from parents expressing their gratefulness that at last they had found a way to keep in step with their children in school.

One of the striking things learned is that, under radio instruction, there is no problem of discipline. Every mischievous boy and girl in the Oakland schools, who listened to the lesson in penmanship, was so intent on the voice from the loud speaker, expecting it any second to call his or her name, that they forgot to be mischievous.

"I certainly was nervous," said Miss Palmer, when asked how she liked radio teaching. "It seemed to me to be so utterly impossible to teach without seeing my pupils. The results are certainly astonishing."

Who can say that they are not? What does the future hold for our educational systems using radio? Can anyone comprehend the tremendous advantages that are sure to come just as a result of carefully thought out and planned lessons?

No attempt is being made in the tests to limit the number of teachers in the schools. Indications are now, from the work thus far done, that more teachers will be required in class rooms. Classes are likely to be made smaller as a result of radio.

Some very systematic specimens of penmanship have been received from the Milwaukee Business College, O. A. Hoffmann, Pres. The following students deserve special mention: Emil Gohlke, Laura May Brown, Tony Niemcek, Bertha Vervalle, Julius Heinz, Raymond Dice, Alice Backus, William Pomplin, Genevieve Klimovis, Bernard Schoeben, Elsie Priem, Eugene Heal, Atwood Eddy, Lulu Olson, Evelyn Schaefer, John Lysne, and Charles Heiman.



Top photo is Miss Myrtle Palmer, penmanship instructor, and her studio class before the microphone in the KGO radio during a recent test in Oakland, Calif. Public Schools, to determine the value of radio in school work. Below are pupils in the Melrose Heights School, Oakland, Calif., receiving Miss Palmer's penmanship lesson by radio.

Dickson to determine whether radio can be used to supplement class-room instruction or not. No one was more surprised with the results of the test broadcast than Miss Palmer herself.

She stepped before a microphone at a given time, with a watch in her hand, awaiting the signal from the KGO announcer to begin speaking. Four pupils, with pens, paper and ink, sat at a table before her, and near the sensitive microphone. From written instructions, which she had carefully prepared in advance, Miss Palmer read to her control class before her, and to some 600 other pupils scattered over the city of Oakland in ten different schools. When the papers from the control class and the various schools were sent in for grading they all looked very much alike. Here, then, is proof

at the sides; 'two', arms should be held in a limp, relaxed condition over the desk, ready to drop into position; 'three', arms should be dropped into position and the movement on the muscles begun."

"Now, you may follow—as I give the signals—'one'—'two'—'three'. Start the push and pull with the empty hand."

"Kenneth Daniel, Clawson School," continued Miss Palmer after a pause, "will you slip a piece of paper under your wrist to test your position?"

"All of you now follow this direction: with empty hand, 'push-pull' six times, then tap with the two little fingers six times. Try it. Ready Begin! One, two, three, four, five, six—tap," she said deliberately. This was done twice more. At the end came the sharp command, "rest!"





## COLLEGE HUMOR, JOKES, ETC.

Courtesy of O. A. Hoffmann  
Hoffmann's Milwaukee, Wis., Business College

### Banker Has 12 Rules

1. Choose your life work early.
2. Make your own rules of conduct.
3. Choose your friends carefully.
4. Do more than the routine work of your job.
5. Decide quickly in all matters, and act promptly.
6. If right, ignore criticism; if wrong, change without delay.
7. Practice economy. Be neither extravagant nor niggardly.
8. Avoid depending upon your friends. Give as much as you receive from them.
9. Practice diplomacy — it smooths the rough spots and gives you the advantage on the next move.
10. Cultivate cheerfulness, to enable you to carry the necessary and throw off the unnecessary burdens.
11. Indulge in sufficient play and recreation to keep the body strong and the mind vigorous.
12. Be square with yourself as with those with whom you are associated.

—O—  
Selfishness is not living as one wishes to live; it is asking others to live as one wishes to live. And unselfishness is letting other people's lives alone, not interfering with them. Selfishness always aims at creating around it an absolute uniformity of type. Unselfishness recognizes infinite variety of type as a delightful thing, accepts it, acquiesces in it, enjoys it.—Oscar Wilde.

—O—  
All truth is safe and nothing else is safe; and he who keeps back the truth, or withholds it from men, from motives of expediency, is either a coward or a criminal, or both.—Max Muller.

—O—  
Be courteous to all, but intimate with few; and let those few be well tried before you give them your confidence. True friendship is a plant of slow growth, and must undergo and withstand the shocks of adversity before it is entitled to the appellation. Let your heart feel for the affections and distresses of every one, and let your hand give in proportion to your purse; remembering always the estimation of the widow's mite, that it is not every one that asketh that deserveth charity; all, however, are worthy of the inquiry, or of the deserving may suffer.

Do not conceive that fine clothes make fine men, any more than fine feathers make fine birds. A plain, genteel dress is more admired, obtains more credit, than lace and embroidery, in the eyes of the judicious and sensible.—George Washington in a letter to his nephew, Bushrod Washington, 1783.

—O—  
Leading Man: "Who were them gentlemen I seen you with last night?"

Chorus: "Them wasn't gentlemen. Them was our husbands."

—Froth.

### I Ammonia Novice

Man (in drug store): "I want some consecrated lye."

Druggist: "You mean concentrated lye."

Man: "It does nutmeg any difference. That's wat I camphor. What does it sulpher?"

Druggist: "Fifteen scents; I never cinnamon with so much wit."

Man: "Well, I should myrrh, myrrhl Yet I ammonia novice at it."

—O—

Weary Willie: "Mornin' ma'am; could I get a bite to eat?"

Lady: "Can you saw wood?"

W. W.: "Madam, you saw me see that wood but you ain't gonna see me saw it."

—O—

Lui: "I'm working hard to get ahead."

Elle: "You need one!"

—Yale Record.

—O—

"Rastus, what's an alibi?"

"Dhat's provin dat you wuz at a prayer meetin', whar you wasn, in order to show dat you wusn' at de crap game, whar yo wuz."

—Jack o' Lantern.

## MENTAL MEANDERINGS

(Continued from page 17)

hills, instead of poking along streambeds or plunging into tunnels just when one wants to see things.

Of course, these wonderful highways are tremendously popular with the fortunate who own their own cars. All along the way, our stages were constantly meeting or passing streams of these people. Yes, "passing", for notwithstanding the brag of the average auto fan, who tells you how he "hit 'er up to sixty or seventy, an' passed everything on the road", not one in a hundred of the private cars can show their dust to the stages. These go on the average, at around thirty or thirty-five, and they do this with safety, only because they are so heavy and have such extensive wheel-bases. The man in a touring car who does better than this even on the highways, is simply waltzing with Death.

I think I forgot to say that these new stages have high and broad windows that are kept meticulously clean, so that the passing landscape is quite as open to the traveler as it is in a Pullman. I should also mention the Highway inns that have sprung up all along the routes. These hostleries are for the most part, strictly up-to-date in every particular, from comfy parlors and glistening dining service, to steam-heated rooms with bath. I did not notice any overly fat landlords or especially buxom landladies, nor did I observe any big joints of beef or mutton turning on a spit before a fire, still, I could not see that in the matter of good eats and solid comfort, the "Red Lion" or the "Golden Fox" of the books, had anything on these spic and span inns of the California highways. At least they, as well as the stages, are

quite good enough for the present scribe, and thanks to them, I am now able to follow the meanderings of either Gil Blas or Tom Jones, without one marring shade of envy.

### Some Thoughts As to Values

They charge you ten cents apiece for oysters in the form of a milk stew out here in San Francisco where this Meandering is being penned. Most of you remember when you got a dozen stewed, with crackers thrown in, for a quarter. Unless I am off in my mental arithmetic, that is a price-raise of around four hundred per cent. But the value of oysters has not changed, neither are they any less plentiful than they were. There are more people to eat them, that's all. And that makes folks who can't afford oysters at ten cents each, or who do not care to eat them at that price, stop passing up their plates.

Then, there is another thing. Our dollars are not so potent as they were when there were only half as many dollars per capita as there are now. Values are rather illusory and slippery things when you try to pen them up mathematically. Intrinsic values cannot be measured at all, any more than we can measure the beauty of a morning sky or the sweetness of a rose. And commercial values are hardly more determinate. Nobody can tell what an oyster, or a diamond, or a velour hat, or a picture or a chunk of gold is really worth in money. That will depend on how badly the public wants these things. A box of matches is not worth very much as values go, but I have seen the time when I was caught out in a blizzard, and would have gladly given ten dollars for just one match, and it would have been worth it, and more. I once owned a beetle that was quoted in the specimen price-lists at twelve dollars. To most people, my bug was just like any other bug, but there were only six more like it in the whole world, and I would not have taken twice twelve dollars for mine. The girls used to pay ten or fifteen dollars for a hoop skirt. What would any of them give for one now?

Then, we have no sure standard for measuring values, as we have for measuring length or weight or heat or capacity. Neither gold nor silver nor any other form of money has a fixed value, or ever can have. All our buying and selling is merely a form of barter after all. Just now, I have to give three nickels for a gallon of gasoline, but next year, I may have to give six. In the same way, a pioneer farmer might give a pig for three coon-skins when coons were scarce and pigs plentiful, or a pig for ten coon-skins when the relative values were reversed. Henry Ford has suggested that we make a day's work the standard of value. But whose work? And what kind of work?

Is it any wonder that economics is such a perplexing science?

Short absence quickens love; long absence kills it.—Mirabeau.



## Show Card Lettering Made as Easy as Writing

By MAXWELL L. HELLER, M. A., LL. B.  
Head of Art Department, Seward Park High School,  
New York City

New system simple and easy. With few minutes' practice you can make professional looking counter and window cards. How to make cards for your own and other non-advertised products. New alphabet introduced in this lesson. If you missed previous lessons you can start now by securing back issues of the Educator.

Think of the thousands of dollars your jobbers and manufacturers spend each year on counter and window displays. They send these to you so that you may be able to show off their lines and thus sell more of their goods. Good for them and good for you.

At the same time you know that your shelves are full of merchandise for which you have no attractive advertising cards and which is not being pushed by its manufacturer or jobber. So it's up to you to display it, and keep it moving from shelf to customer.

In these lessons, we show you how to get up cards for your own and other non-advertised merchandise that you carry. These cards can be as beautiful as any of the expensive cards, which the jobber and the manufacturer are now sending you.

In this lesson you will notice that we introduce a new alphabet, namely the Roman. Those of our readers who have missed the previous lessons on the Gothic alphabets may begin at this time to learn to letter in this most commonly used alphabet. Begin now; your outfit is most inexpensive.

### SYNOPSIS OF PREVIOUS INSTRUCTIONS

#### What to Buy

1. Several sheets of smooth bristol or colored cardboard at 10c.
2. 5 sizes, Hunt's Style B Speedball Lettering Pens, 50c.
3. One bottle India or lettering ink, 25c.
4. Four bottles Carter's Vel-Vet Show Card colors white, red, blue and yellow at 25c.

#### How to Use the Lettering-Pens

1. Make all strokes downward from left to right.
2. Break up the letters into strokes, so that you can always follow rule 1.
3. Dip the pen deeply into the ink, but be sure to drain it before you letter.
4. Be sure that the nib is flat upon the paper.
5. Press the pen and rest at the beginning and the end of each stroke. Press evenly while making the stroke, to get uniform thickness.

The Roman alphabet as you see from the accompanying chart, gives a far

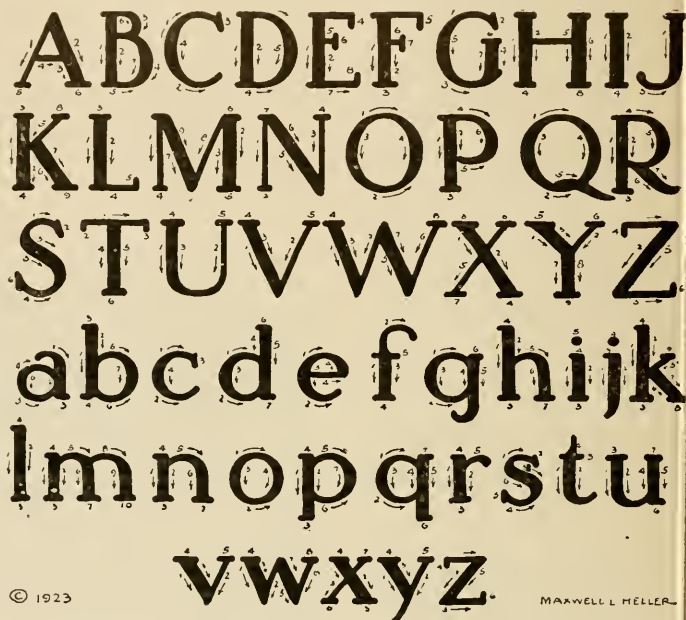
more ornamental letter than the Gothic. There is an interesting variation from thin to thick elements. We can learn to make the Roman alphabet as easily and as speedily as the Gothic.

A study of the Roman alphabet plate shows that the thick and thin elements alternate. But, when we find that the two vertical elements of the **H** are thick, and that those of the **N** are thin, and that in the **M** one is thin and the other is thick, it is difficult to discover the underlying principle of this alphabet. It is therefore necessary to know something of the history of the alphabet. Once we know how the Romans produced their letters, we can never forget where the thick and where the thin elements come.

Roman scribes or writers employed a soft reed sharpened to a flat or chisel edge. These they held in a writing position, so that as they went upward they made thin strokes, and as they brought the pen downward they made a thick stroke. You see, the Romans practically wrote the alphabet.

The principles of accent briefly stated, are as follows:

1. All horizontal elements are thin.
2. All elements slanting upward from left to right are thin (except in **Z**, as this stroke was produced with a downward stroke).
3. All elements slanting downward from left to right are thick.
4. All vertical elements are thick. In



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MAXWELL L. HELLER

Fig. 1. The original of this alphabet measured 10" x 12". The lettering was done with a Style B No. 3 Speedball pen. Study the order and the direction of each stroke, as indicated by the arrows and the figures.

the case of the **M** and the **N**, remember that the thin vertical elements were originally slanted, and therefore follow the above rules.

5. Round letters are thick at the sides and thin at the tops and the bottoms.

The serifs are the little finishing spurs at the ends of the letters, which the Romans found necessary to add to the letter to make the ends look clear and square in carved stone. While you will see Roman lettering today without these serifs, their use adds much to the decorative effect of the letters. A close study of these serifs in letters on printed matter will show you what an endless variety of shapes they take, and how the smallest change in them will alter the appearance of the entire letter.

To make a Roman letter, the beginner as well as the practiced letterer will obtain better results from the use of the round nibbed lettering pens than from any of the stub or shading pens. With the round nibbed pen the thin elements are produced with single



strokes and the heavy elements are made by placing one stroke alongside another. A little care not to run the second stroke over the first will result in uniformly thick elements.

The length of the serif may be easily controlled by making it extend exactly the width of the pen nib beyond the letter. It is advisable not to produce the vertical elements of the letter to the guide lines, but to allow the cross strokes or the serifs to complete the height. In this way uniformity of height will be more easily obtained.

Make a Roman alphabet. In doing so observe the order of the strokes in the lesson plate. Follow this order always, and you will find that you will preserve the forms of the letters and also control the widths. You will also have less trouble when you space the letters in words. For this reason, also, it is advisable to thicken the heavy elements on the inside of the letter, as this will not disturb the width of your letter.

After a great deal of practice more freedom may be allowed, as it may occasionally be found easier to thicken some letters on the outside. In that case be sure to watch the width of the letter more closely.

It is well to note that the **O** is a perfect circle on the outside, as is also the **Q**. The **C** and the **G** use the greater part of the circle. The **D** uses half of the circle, but is made as wide as the **C** and the **G** by giving both the top and the bottom of the letter straight elements. Note that the **B**, **P**, **R**, **S**, **F**, **E**, **L**, **T**, **I** and **J** are narrow. There are many fine differences in the study of the Roman letters found in the study of the classic form, which we may generally disregard.

When you make your pencil sketch for Roman lettering, you should always

sketch in Gothic, making your letters wide enough to take in all the thickening. Do not attempt to completely outline your letters in pencil. Work directly with your pen.

The small letters present no great problem after we have practiced the capitals. The forms are like the Gothic, except that the elements alternate thick and thin, as in the capitals. All the vertical strokes, both straight and curved, are thick; all the horizontal elements are thin. In the case of the few

slanted strokes, as in **k**, **v**, **w**, **x**, **y**, **z**, the same rules apply as in the capitals.

The Roman alphabet is more formal and more ornamental than the Gothic. It is a finer type to use for your permanent signs. By using your smaller pens and making your letters rather large you will get a letter of great refinement, best suited for the fancy articles in your shop, while the use of the heavier pens will give you a sturdy letter more useful in the cards about the more homely merchandise.

Do not use Gothic and Roman styles on the same card. Keep each card in one or the other style best suited for the purpose.



Fig. 2. The Roman style of lettering is particularly good for signs of more or less permanent nature like the above. It is a more formal style than the Gothic.

Eastman College, Poughkeepsie, N. Y., is keeping up its fine record in penmanship. Some of America's finest penmen and teachers of penmanship have taught in this institution. A. H. Ross, the present teacher, who has a class of about 200 students has secured a total of 161 Certificates in the past year, which is a very splendid record.

A snappy Business College Journal, entitled "The Secretary," has been received from the Bryant & Stratton Business College, Louisville, Kentucky. Advertising of this kind is no doubt profitable for any Business College, for any prospective pupil reading through the pages, which are attractively printed and well written, cannot help but become interested in the school.

Miss Ida L. Kirwan of Atchison, Kansas, is a new commercial teacher in the Denver, Colo., public schools.







## THE INDIVIDUAL METHOD PLAN OF TEACHING

(Continued from page 16)

first year's employment. I know of eight cities in this part of the state, whose Boards of Education have the above plan incorporated in their contracts. The effect of such a plan is apparent.

I am always curious to know how many of my students have never received any penmanship instruction whatsoever, before coming to this school to prepare for teaching. I have found that as high as 53% of the class have never received a penmanship lesson before in their lives. (I should explain here that I have five classes each year, totalling approximately 250.) The lowest percent that I ever discovered was 27%. It is plain that it is a real task to teach, in the small time we have, correct forms, correct position, movement, classification, scales, and the pedagogy pertaining to each grade. One thing very much in the teacher's favor is that the penmanship class can be made the most enthusiastic one, providing the teacher is enthusiastic and a good writer, because it is the one subject that students generally know the least about. Enthusiasm alone, of course, will not produce results. The teacher must be a good writer just as the music teacher must be a good musician. IMITATION OF THE COPY is what leads to good writing, and any special penmanship teacher can tell at a moment's notice whether the student has studied and practiced the copies of Zaner, Palmer, Mills, Lehman, or Lister.

In presenting a lesson the average teacher of penmanship usually calls

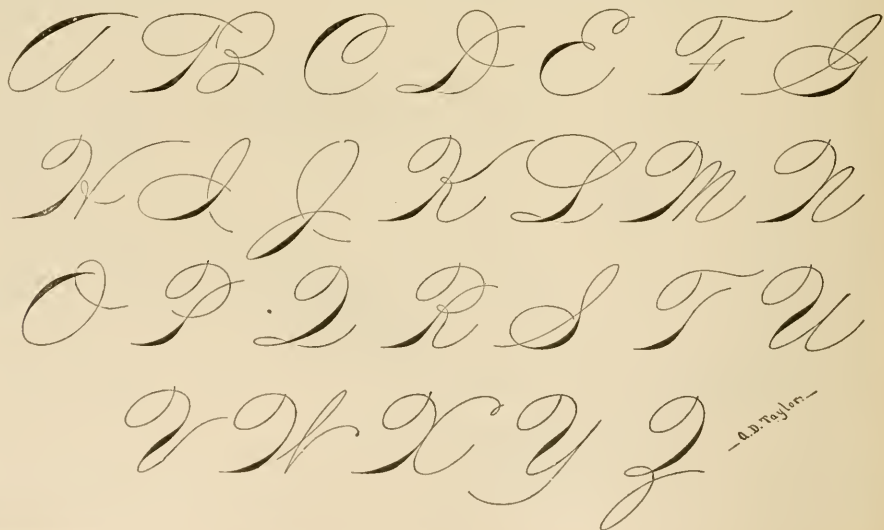
attention to the various items to be emphasized, resemblance or similarity, form, counting or rhythm, etc., and at the same time must always be reminding students about their position and movement. The copy may be set by the teacher on the blackboard, or the copy from the student's book may be discussed and then practiced. The idea here must be stressed that the copy and movement must be imitated. The teacher also helps students individually by writing copies. After the lesson is over, the papers are collected, and if the teacher has the personal interest of each student at heart, the papers are "red inked" and corrected, and possibly graded. The following day the papers are returns. The letters that have been corrected should be written, but they usually are not. The teacher has a new lesson ready for the day and usually goes ahead with it. Would a good teacher in any other subject allow mistakes to pass by without some drill to help correct the defect? The spelling teacher would ask that misspelled words be studied again for the second writing; the mathematics teacher would require certain problems to be solved again.

To correct this defect, I have resorted to the individual lesson plan. Each student is started on copy number one and continues to practice it until the paper is OK'd. A class chart with names of the members of the class and columns for OK's for each lesson in the book, is placed on the bulletin board. Papers are collected each day and "red inked" and corrected by the teacher. Students whose papers are satisfactory are given an OK in the corresponding column on the class chart. These papers need not be re-

turned. The papers that are not satisfactory are returned to the owner the next day for further practice, until it is worthy of an OK. Each student can tell upon entering the room and examining the class chart whether or not an OK was received and what to practice for their day's lesson. Since movement is liable to suffer with the above arrangement, we try to offset this by using the phonograph for the first half of the lesson. All of our copies begin with a movement drill which is written to music. Even words and sentences may be written to music. The lesson is lively and students who become accustomed to writing to music usually have more controlled movement, and the application of movement to letters is more noticeable.

The above plan keeps those students whose writing is poor and who need more help practicing on the copy until they have reached a certain degree of perfection, and permits other students whose writing is good to progress as rapidly as possible and spend more time on advanced work. IT PLACES HELP WHERE IT IS NEEDED MOST. Students of mature years are usually desirous of perfecting those letters upon which they know they need help. This plan has helped us so that as high as 55% of our classes are winning Teacher's Certificates on their first trials.

This plan is being used at the present time in the Western Illinois State Teachers' College. The writer is anxious to hear from any Teacher's College, High School, or Business College teacher, or Supervisor, who may have used this or some similar plan. I should also appreciate criticism or suggestions



*Fine Art in Writing*  
 may be as soul-stirring as fine art in  
 poetry or painting, depending upon  
 power to perceive and produce, and ca-  
 pacity to interpret and appreciate.

You can cultivate a better appreciation of fine penmanship by acquiring more skill in the execution of it.

A B C D E F G H I J  
 K L M N O P Q R  
 S T U V W X Y Z  
 A B C D E F G H I J  
 K L M N O P Q R  
 S T U V W X Y Z





# PENMANSHIP CLUB

Mr. D. E. Alexander promotes interest in penmanship in the Central Business College, Indianapolis, Indiana, by creating among his students a Penmanship Club. The penmanship work is elective and the club work must be done outside of school hours in addition to the penmanship drill work required in the regular course. Starting on September 15 there were 22 members in the club. The second club has a membership of 83 pupils.

This is an excellent way of creating interest in penmanship, if we may judge from the fine lot of specimens sent us by the club.

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### Testimonial of Appreciation

**TO HERAS.** The people of Greater Pittston in the County of Luzerne and State of Pennsylvania have learned with deep satisfaction and pride that their fellow-citizen

**Stanley R. Harris,**

Manager of the Washington Base Ball Club of the American League, has, in his first season as a Manager, piloted his team to the championship of the said American League.

**HERAS.** Not satisfied with this great honor, Mr. Harris and his Washington Club in the contest for the World's Championship honors with the New York Giants, Champions of the National League, engaged a runner, thus acquiring the title of **World's Champions of Base Ball** for the season of Nineteen Hundred and Twenty-Four.

**HERAS.** The people of Greater Pittston knew Mr. Harris in his childhood, watched him in his youth develop as an amateur ball player, and followed with pride his career through the various professional leagues, until to-day he stands at the very zenith of his chosen profession, thereby reflecting great honor and credit upon our beloved city, therefore, be it

**Resolved** That we express our deepest respect and admiration of his exemplary habits as a boy, his manliness as a youth, his loyalty as a citizen, his integrity as a player, his regard for his fellow-men, and his good fellowship with the people of his home city. We earnestly commend this distinguished son who has so glorified the City of Pittston, and the towns in the immediate vicinity thereof, with fame and glory, and trust the future holds for him many more conquests in the world of American National Games.

**Committee on Testimonial:**

J. W. Brown, John J. Happers, Frank Lincoln, Anthony Hark, George L. Johnson, William A. Clark, Eugene Sullivan, Oscar C. Carter, John W. Gough, H. H. Stewart, Max Schmitt, For. J. Harvey, Robert W. Baker, Ernest Schmitt, E. W. Miller, Thomas A. Bishop, Thomas A. Bellows, Earl J. Eckhart, Presented at Welcome Home Banquet Pittston, Luzerne Co., Pa., October 19, 1924.

An elaborate resolution prepared by P. W. Costello, Scranton, Pa., which was presented to Stanley R. Harris for his efforts in winning the championship in the American Baseball League.



An enthusiastic summer school class in handwriting conducted at Ohio University, Athens, Ohio, where the Zaner Method of Writing is used. The class was under the able direction of Alice E. Senbow, Director of Handwriting, Trenton, New Jersey. A course will be given in penmanship at Ohio University this coming summer.



## MONOGRAMS

By Daniel W. Hoff, Supt. and Mgr.  
Meadville Commercial College,  
Meadville, Pa.

There is an occasional dollar to be picked up for designing a monogram for the jeweler, who copies it on a watch, vase, or pitcher; for the metal worker who cuts it from sheet brass for an auto radiator; for the sign writer who paints it on the auto, traveling bag or banner; for the lady who embroiders it on her waist or table linen; or for a cut to be used on stationery, for newspaper advertising, etc.

There is no end to the variety of styles of letters for monograms. They range from the Simplest Gothic to the most ornate forms. Then, too, their settings often greatly enhance their general appearance. Take for example

monograms with only nineteen different letters. Nor is this all, for by substituting simple Goth letters for those shown in the accompanying illustrations, you double the number.

How to adapt these two monograms is suggested below: To form the H, omit the middle stroke of M, open the top, and add the cross as in the A. For K trace the vertical stroke at the left of your M, also the spurs at top and base of its last vertical stroke, using these for the tips of the slanting strokes. For N trace the first and last strokes of M and substitute an oblique stroke for its middle one. The U is like the M inverted and with its middle stroke and lower spurs omitted, and the bottom rounded. For V invert the A, omit the cross and lower spurs, and bring the bottoms of the strokes to-

Frequently also, letters appear in vertical or horizontal arrangements which do not come in contact with each other but are arranged to fit a square, circle or diamond shaped shield.

Where three letters appear in a monogram, each letter is not necessarily intertwined with both of the others as they are in the accompanying illustrations. If arranged in a horizontal extension form, the first intertwines with the second, and the second with the third, or if in vertical arrangement the top and middle letters are intertwined and the middle and bottom letters. Again, letters may be joined edge to edge instead of being intertwined. In such cases the last stroke of the first letter supplies the first stroke of the second, while the last stroke of the second is also the first stroke of the



the two monograms here shown. But for the disc upon which the one is superimposed they would appear strikingly similar. An elliptical shield would look equally well as a background for either of these. The B, M, S, design is from an unfinished pencilled sketch. When completed small rounded jewels like the six shown at the bottom would completely surround the disc, and all would be inked in. By using these two monograms as a basis, and substituting additional letters for the B, M, D, and A, you may easily build a series of seventy monograms as shown by the following list.

The D, S, series: By substituting I, M, N, H, K, U, V, W, X, and Y, for the A, as shown in the D, S, A, monogram you get the following combinations: DIS—DMS—DNS—DHS—DKS—DUS—DVS—DWS—DXS—and—DYS. By combining B instead of D with these same letters you add ten more to your group of monograms. Again, if you place these same letters in combination with C, G, O, Q, or S, you have an even fifty more. This makes a total of seventy

together. Invert M and you have a perfect W. For Y trace the spurs at the top of M, bring the slanting and vertical strokes together and finish with small spurs at the bottom. For X trace spurs at both top and bottom of M and cross the main strokes. By reversing the D, opening the right side, and adding spurs at the top you easily adapt it for C and G. You may trace the right half of D and reverse it for the left half of O and Q.

Of course any of these may be in outline, in flat colors, or shaded. They may also be ornamented, mounted on shields or incorporated into borders or other designs. When looking at it in this way you get entirely away from the idea of simply copying the one or two monograms you chance to admire. The student of designing in any line should first copy to familiarize himself with details, and technique, then adapt, and finally create "from whole cloth."

It should be remembered that in monogramming, letters may face rightward, leftward, upward, or downward, without violating the grammar of monograms.

third letter, and so on. Examples of this might be: W.A.F. — W.A.E. — W.A.B. — and — W.A.R.

The Misses Mabel Harritt of New Albany, Ind., and Grace M. Millard of Green Bay, Wis., are two new commercial teachers in the Little Falls, Minn., Business College.

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SEE PAGE 476  
WINNIEPO, IOWA





# DESIGNING & ENGROSSING

E. L. BROWN  
Rockland, Me.

Send self-addressed postal for criticism, and stamps for return of specimen.

**Brush** We present this month for Work study a simple design for students in wash drawing. Lay off very roughly the spray of roses and word "Resolved", striving to obtain only the general form and arrangement of the units in the composition. Follow with a detail drawing before you proceed with the wash drawing. Last previous lessons were confined to plain washes, and we assume that you have attained sufficient skill to make a fairly clean, transparent wash. If so, you will have little difficulty with this design.

Mix lamp black and Payne's grey in proportions to produce a bluish tone. For the lightest tones add more water. Outline the spray of roses with some pale color in a common pen, and then erase all pencil lines before you proceed with the brush work. Use two brushes, one for color and the other filled with clear water for blending purposes. Pass a thin wash over that part of design around roses and initial "R", leaving rifts here and there for variety and atmospheric effect. Next wash in the leaves in a flat tone, much darker than the roses. The tinting on the roses must be simple and delicate with spots of dark color under the edges of the leaves and in the centers. Do not attempt to add one wash to another until the first is dry. Remember that you must use a brush well filled with color on all large surfaces in order to produce clean transparent tones. Leave the white paper for the highest lights on roses. Make background darker around the spray of roses. Study the contrast in the light tones of the roses and the dark tones of leaves and background.

Send us a copy of this lesson for criticism and suggestions.



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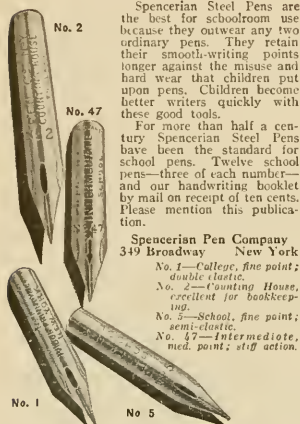
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The Business Educator acknowledges with thanks the Christmas number of BUSINESS CRAFT, a very attractive bulletin from the Durham Business School, Mrs. Walter B. Lednum, President.

## BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

**Sparks of Laughter**, published by Stewart Anderson, Newark, New Jersey. Cloth cover, 300 pages.

This is the fifth annual compilation of this book. It has become a hardy perennial, each new volume reaching deeper into the popular esteem. The book is intended for users and lovers of laughter, and the author has endeavored in compiling the book to sift and sort and select stories that tell well and those that read well, to the end that each class of readers shall be satisfactorily served.

**Modern Algebra, Ninth School Year**, by Raleigh Schorling and John R. Clark. Published by the World Book Company, Yonkers-on-Hudson, New York. Cloth cover, 382 pages.

The table of contents is as follows: How to Express the Relation Between Numbers that Change Together, Using the Formula; The Axioms; The Use of Equations in Problem Solving, How to Apply Important Relations of the Right Triangle, The Use of Positive and Negative Numbers, Learning to Apply the Four Fundamental Operations to Algebraic Numbers, Products and Factors, More Practice in Solving Equations, Some Important Principles of Arithmetic, Extended to Algebraic Fractions, Literal and Fractional Equations, Simultaneous Linear Equations, How Numbers Change Together; Variation and Proportion, Roots and powers, How to Solve Equations of the Second Degree, What Every One Should Know About Statistics, Logarithms and Approximate Numbers, The Slide Rule, The Measurement of Angles.

**Why I Believe in Religion**, by Charles R. Brown, Dean of the Divinity School, Yale University. Published by the MacMillan Company, New York. Cloth cover, 175 pages.

This book is written in a very plain band and for everyday people. It is not for theologians or philosophers. It deals with six broad planks in the platform of religion. It is addressed more particularly to the man who frankly declares an unwillingness to make his way through intricate and extended discussions of the basis of our Christian faith.

Contents: The Belief in God; The Person of Christ; The Power of Atonement; The Value of Prayer; The Use of the Bible; The Hope of Future Life.

**Secretarial Duties and Traits**, by Dr. W. W. Charters and Miss Isadore B. Whitely of the Bureau of Retail Selling, University of Pittsburgh. Published by Williams & Wilkins Company, Baltimore, Maryland. Cloth cover, 186 pages.

This report presents the results of an investigation into Secretarial duties and traits.

It comprises the same duty and trait analysis and presents in detail the technique by means of which the analysis was made. In addition it contains much valuable teaching content, and many suggestions for curricula making and curricula revision, and may be used as a textbook in colleges and secondary schools.

**Accounting Problems**, by Charles F. Rittenhouse and Atlee L. Percy. Published by the McGraw-Hill Book Company, New York. Cloth cover, 266 pages.

The present volume is the outgrowth of several years' work on the part of the authors in compiling and preparing supplementary drill of an elementary grade applicable to those phases of accounting which ordinarily form the first year's work. As in the case of the earlier volumes of this series, "Accounting Problems; Intermediate" and "Accounting Problems; Advanced," this book is essentially a compilation of problems and exercises rather than a presentation of accounting theory, and as such is intended to be used in conjunction with a text on accounting theory or to supplement the instructor's lectures on the subject. The table of contents sets forth the major topics covered with their subdivisions, and thereby gives a comprehensive survey of the work. A few of the problems and theory questions have been taken from past C. P. A. examinations and from examinations of the American Institute, but by far the greater number are original with the authors and have been prepared with great care for the purpose of illustrating the principles involved in the presentation of the subject.

**Cross English Test**, by E. A. Cross, Professor of Literature and English, State Teachers' College, Greeley, Colo. Published by the World Book Company, Yonkers-on-Hudson, New York.

The purpose of this test is to obtain an accurate measure of the ability of high school or freshman college students to use correctly the common English forms. Its field is the sentence, the fundamental unit of composition, and it covers spelling, pronunciation, punctuation, grammatical forms, and sentence structure.

**The Principles of Real Estate Practice**, by Ernest McKinley Fisher, M. A., with a preface by Richard T. Ely, LL.D. Published by the MacMillan Company, New York. Cloth cover, 311 pages.

This book is designed to introduce the student to the whole field of real estate practice and the author has constantly kept in mind both the man who expected to enter the real estate business without experience and the man who is already in the business but wants to make his work more effective.

In successive chapters Mr. Fisher gives a full and practical exposition of the real estate specialist and his functions; real estate office organization; the leasing of real property; management; insurance; real estate selling; advertising; the valuation of real estate; building operations; financing real estate transactions; legal considerations; subdividing and city planning; taxation of real estate; the real estate profession and its relationship to the state; professional relationships; requisites to success in real estate practice.

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**Some Observations on Secondard Commercial Education**, by Arnon Wallace Welch. Published by the Gregg Publishing Company, New York City. Cloth cover, 208 pages.

Mr. Welch's book presents the common-sense point of view of commercial education. It clearly defines and analyzes the two extreme positions on commercial education, and indicates the general direction in which, in the author's opinion, the profession should proceed during the present period—one of adjustment which naturally follows the period of conquest. It attempts to maintain a proper balance between two extremes.

Based upon the extensive experience, study and observations of the author, the book is designed to give perspective to the entire field of secondary commercial education, and to develop point of view. It is written in an easy, fluent style. It should be of value to every one interested in commercial education in secondary schools.

**Shorthand Dictation Exercises with Gregg Vocabulary**, by Jeanette C. Hall and William H. Cunningham. Published by Ginn & Company, New York City. Paper cover, 210 pages.

One hundred two-page exercises in pad form, with perforated pages which may be detached. The letters and other selections are well graded, interesting, varied, up-to-date, and practical. Word groups are placed at the head of each selection. These word groups contain the more common and the more difficult phrases in the letters and articles which follow. A pad that is a stepping-stone between the textbook and the new-matter dictation.

There are two editions—one without a vocabulary, and one with a Gregg vocabulary.

**Taking the Guesswork Out of Business**, by William R. Basset. Published by the B. C. Forbes Publishing Company, New York. Cloth cover, 179 pages.

The contents of the book are as follows: Guesswork vs. Scientific Planning; What Are You Going to Sell; The High Cost of Variety; Taking the Risk Out of Personal Selling; Taking the Risk Out of Buying; Estimating the Financial Risk; To Get the Most Out of Advertising; Choosing a Sound Credit Policy; Eliminating the Risks of Strikes; Making Sure of Low Production Costs; Making Sure Your Prices Are Right; The Sure Way to Profits.

**The Universal Interest Tables**, computed by Prof. George William Jones of Cornell University. Published by the Spencerian Pen Company, New York City, N. Y. Cloth cover, 122 pages.

These tables have been in use by public accountants, bank officials and persons interested in the rapid computation of interest since 1882.

**Supplementary Exercises in Isaac Pitman Shorthand**, by The Isaac Pitman & Sons, New York City. Paper cover, 71 pages.

A series of graded exercises on every rule in the system, specially compiled and adapted for use with "Course in Isaac Pitman Shorthand."

**Clifford R. Hume** is now in charge of the Commercial Department of Hoffmann's Milwaukee Business College, succeeding Mr. J. F. Speakman.

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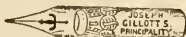
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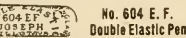
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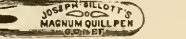
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Mr. Clyde W. Kammerer, recently head of the Commercial Department of the Alton, Ill., High School, has accepted a position to teach commercial work in one of the Detroit High Schools, beginning February 1.

Mr. Harry L. Severson of Valley Springs, S. D., is a new teacher of Accounting in the Mississippi Agricultural and Mechanical College.

Mr. M. L. Howison of Middleburg, Va., has recently accepted a position to teach commercial work in the Racine College School, Racine, Wis.

Miss Etta Berman, recently teacher of shorthand in the High School at Beverly, Mass., has accepted a similar position with the Manchester, N. H., High School.



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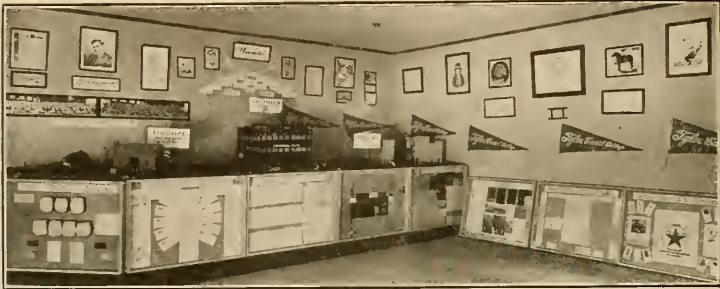
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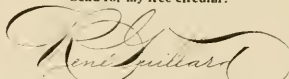
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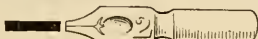
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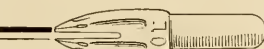
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Less than a dozen single pointed pens, 2 for 5c, and less than a dozen double pointed, 5c each.  
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"Inkholder" for Soennecken Lettering Pens. But little ink dipping is necessary when this inkholder is used. Saves time and patience when one has considerable work to do. Each, 10c.

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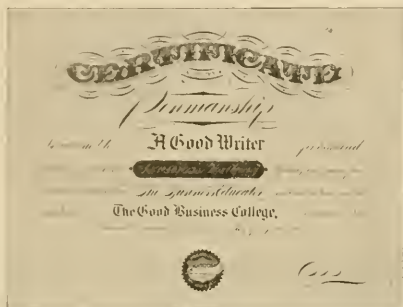
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A greatly reduced illustration of The Business Educator Certificate. Size 16x21 inches, price 50 cents. Any teacher who wishes to interest pupils in this certificate may have a sample certificate on request.

on the other will not win. The writing must be more than merely legible, but it need not be perfect. Moreover, it needs to be smooth in quality of line, neat in appearance, orderly in arrangement, and written freely with mainly arm movement and with no shade.

THE BUSINESS EDUCATOR grants a beautiful Certificate to subscribers of THE BUSINESS EDUCATOR who follow a series of lessons given therein and attain a grade of 80%.

This certificate is worth hundreds of dollars, and perhaps thousands, because it stands for good handwriting.

The standard is a normal one and should be attained by all. No student should be satisfied with a handwriting below this standard. A certificate is a credit to the possessor. It means that the person has acquired an excellence in penmanship that will be a valuable asset through life.

To secure this certificate, you must write a good business hand and in a business-like manner. Slow, labored writing on the one hand and scrawly writing

A B C D E F G H I J K L M  
N O P Q R S T U V W X Y Z  
a b c d e f g h i j k l m n o p q  
r s t u v w x y z 1 2 3 4 5 6 7 8 9 0.

This is a specimen of my plain business penmanship such as I acquired by following the lessons in the Business Educator and as a student in Goldsey College, Wilmington, Del.

A. H. Castro.

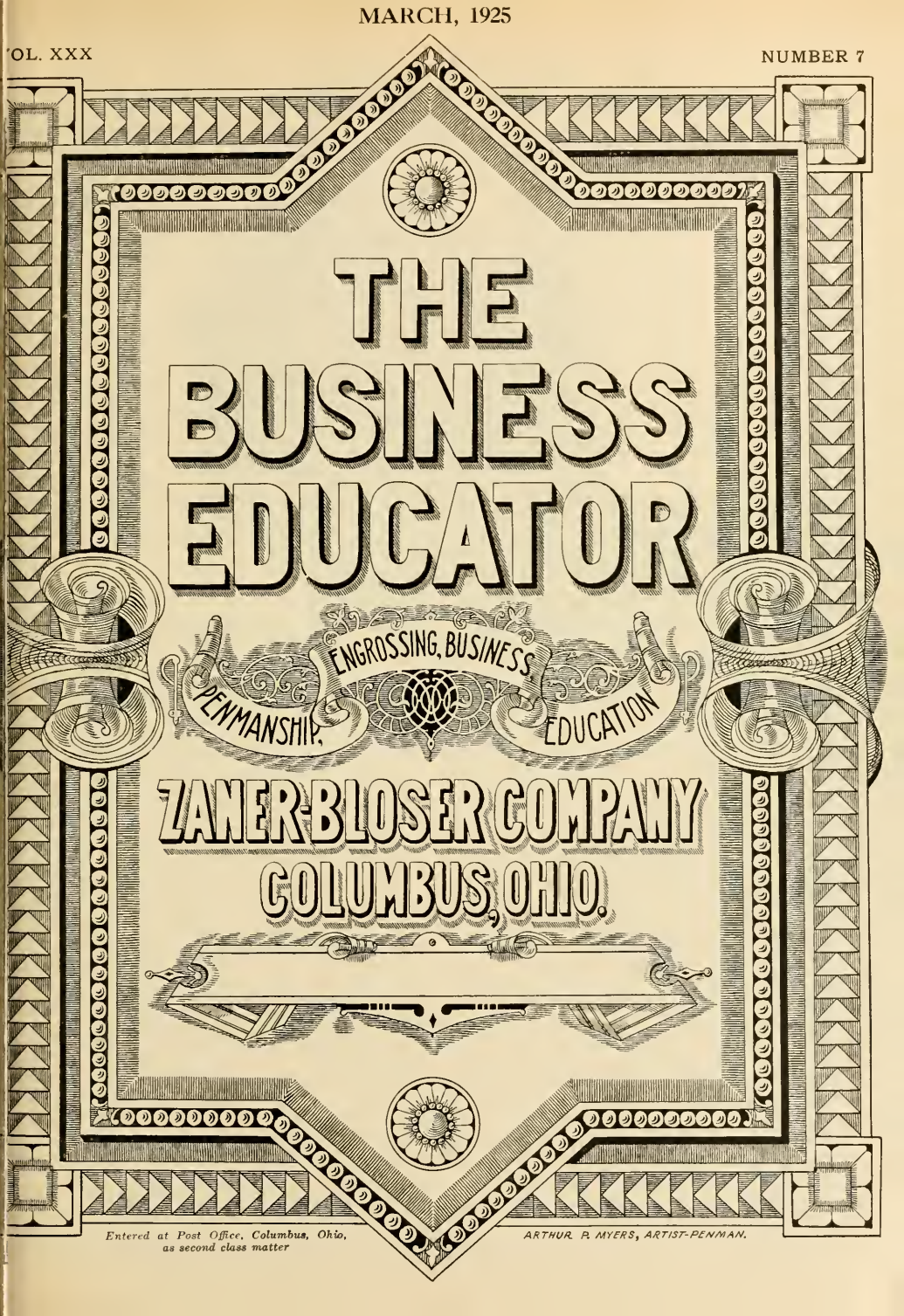
The above, engraved from an actual specimen, represents our passing grade. When a pupil's writing is considered good enough to merit our certificate, the applicant should write the above, changing the name and school.

Write to Zaner & Bloser Company, Columbus, O., for illustrated Certificate Circular.

MARCH, 1925

OL. XXX

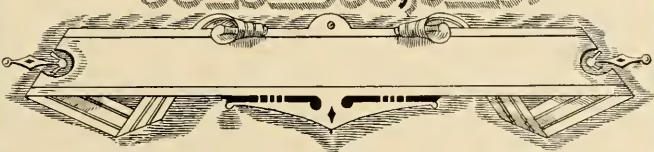
NUMBER 7



# THE BUSINESS EDUCATOR



**ZANER-BLOSER COMPANY**  
**COLUMBUS, OHIO.**



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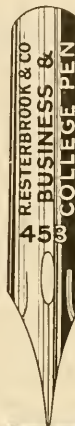
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MARTIN J. DUPRAW

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|----------------------------|--------|-----------------------------------------|-----------------------------------------|--------------------------|
| Martin J. Dupraw, Gregg    | ...    | 2                                       | 10                                      | .995                     |
| Nathan Behrin, I. Pitman   | ...    | 14                                      | 14                                      | .988                     |
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The contest was to decide the state championship and was for the Bottome Cup, a trophy offered by Willard B. Bottome, Supreme Court reporter in New York City. Dictations for five minutes were given at 200 words a minute on a judge's decision, and five minutes at 280 words a minute on court testimony.

Mr. Dupraw is a student at New York University; Mr. Behrin a Supreme Court reporter in New York City, and Mr. Forbes is an official court reporter in Buffalo.

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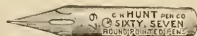
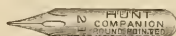
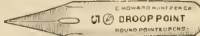
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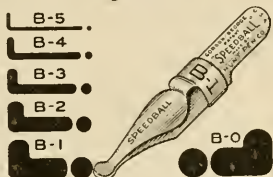
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"I think one of the greatest compliments that can be paid 'Business Letter Practice' is that out of sixty students in the last class I had, only one wanted to sell his book. These people are going out to positions as bookkeepers and stenographers and other office positions, and they have seen how much good they may get out of this book if they keep it on their desks. It gives me great pleasure to say these few words."—T. M. Dickerson, Teacher Advanced Business Correspondence, Bowling Green Business University, Bowling Green, Ky.

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NEW YORK

# THE BUSINESS EDUCATOR

COLUMBUS, OHIO, JANUARY 1925

VOLUME XXX

NUMBER 7

## NATIONAL COMMERCIAL TEACHERS' FEDERATION

Twenty-seventh Annual Convention  
Louisville, Kentucky  
December 29, 30 and 31, 1924

Reported by Jay Miller, Knox School of Sales-  
manship, Oak Park, Ill.

### Retiring Officers:

President.....Henry J. Holm  
Gregg School, Chicago, Ill.  
First Vice-President.....L. Gilbert Dake  
Soldan High School, St. Louis, Mo.  
Second Vice-President.....H. W. Fall  
Fall's Business College, Nashville, Tenn.  
Treasurer.....Chas. A. Faust  
1024 Robey St., Chicago, Ill.

Secretary.....John Alfred White  
Emerson High School, Gary, Ind.

### New Officers:

President.....C. M. Yoder  
Whitewater State Normal School,  
Whitewater, Wis.  
First Vice-President.....A. F. Tull  
Detroit Business Institute, Detroit, Mich.  
Second Vice-President.....Mrs. Janet Biller  
Des Moines High School, Des Moines, Ia.  
Treasurer.....Chas. A. Faust  
1024 Robey St., Chicago, Ill.  
Secretary.....John Alfred White  
Emerson High School, Gary, Ind.

The advance guard of the N. C. T. F. began to gather early Sunday morning, December 28, 1924, at the Brown Hotel, Louisville, for the annual meeting of the commercial teaching fraternity. Incoming delegates received their first taste of that much-advertised southern hospitality by cordial greetings from a local committee at each station. From then until the return of the last weary delegate from the trip to Mammoth Cave on New Year's day, nothing was left undone to cater to the welfare and comfort of visiting teachers.

### Delegates Attend Church

Those who arrived on Sunday attended church service in the evening at the First Christian Church, in Louisville, and were welcomed by the pastor, Rev. Dr. E. L. Powell.

### President's Address

The convention was formally opened on Monday morning when the teachers were welcomed by Mayor Huston Quin

of Louisville. The response was made by B. F. Williams, Capital City Commercial College, Des Moines, Iowa. Henry J. Holm, federation president, in his presidential address, emphasized the duty of every educator to seek to improve the quality of the student graduated. He defined the place of the business course in the field of education. "There was never greater interest in commercial education," he declared, adding that the interest comes from business men who recognize that "we must know intimately the problems of the business men" and youths who feel the urge of making a place for themselves in the world's work. He said that today the business course is a recognized institution with a recognized educational content.

Mr. Holm gave a radio address Monday afternoon over WHAS, the radio-  
phone station of the Louisville Times and the Courier-Journal on "The Value

(Continued on page 18)



N. C. T. F. Banquet at Brown Hotel, Louisville, December 30, 1924. Unfortunately many who attended are not in the picture.

## THE BUSINESS EDUCATOR

Published monthly (except July and August)  
By THE ZANER-BLOSER CO.  
612 N. Park St., Columbus, O.

E. W. BLOSER - - - - - Editor  
HORACE G. HEALEY - - - Contributing Editor  
E. A. LUPFER - - - - - Managing Editor

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Change of address should be requested promptly in advance, if possible, giving the old as well as the new address.

Advertising rates furnished upon request.

The Business Educator is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy much reach our office by the 10th of the month for the issue of the following month.

# Ideal Business Writing

By E. C. MILLS, Rochester, N. Y.

## PLATE 4

The "C" is the outgrowth of the direct oval. Make quite a wide loop at the top and make the finishing oval quite small. In Copy 42 the wide spacing is given in order to develop the lateral motion of the arm. All the other copies in this plate will be found simple in construction, but careful attention should be paid to each one.

In this place will be found simple in construction, but careful attention should be paid to each one.

If you have already made a beginning in this work, have determined to do your best in learning to write, do not allow yourself to become discouraged if at first you do not improve as rapidly as you think you should. You will succeed if you have the willingness to work and the desire to receive instruction.

## PLATE 5

The ovals should be practiced first before any work is done on the capital "O". Notice the direction of the little arrows in order to determine the proper motion used in these exercises. Remember that all of the downward strokes in these oval exercises should be made as light as the upward strokes. You should just allow the pen to touch the paper and no more. The light, easy, motion is what is needed for this work, and no pressure on the pen is necessary. The small letter exercises in numbers 50 and 52 should be practiced just as they are given. The "o" is paper spacing and light downward lines. Make the writing very small for this work. The small "o" at the top is top. It is a good plan to practice writing across the page in order to acquire skill in writing straight without the base line. The blue lines also serve as excellent guide lines for correct spacing. In making the final "t" a slight pressure may be given to the pen, forming a dot at the top. Do not bring the connecting line in the small "t"s down toward the base line too far.

Do not be easily satisfied. Criticise your position, your movement, and your work at all times. Do not omit any of the work. Students are prone to shirk the difficult exercises and practice the exercises they can make best.

PLATE 6

The same general movement is used in the exercises and capital for this plate as given in Plates 4 and 5. See that the capital "A" is proportioned well, and that it is nearly closed at the top. You may allow the finishing stroke to come a little below the base line. The small letter copies should be practiced in the same manner as advised for Plate 5. Although some of these exercises may seem distasteful to you, this is just the kind of work you need and which you should master if you would make the most of your possibilities in this line of work. Improvement will come to those who have the courage to practice carefully every copy, even though some of the copies may seem difficult.

## PLATE 4

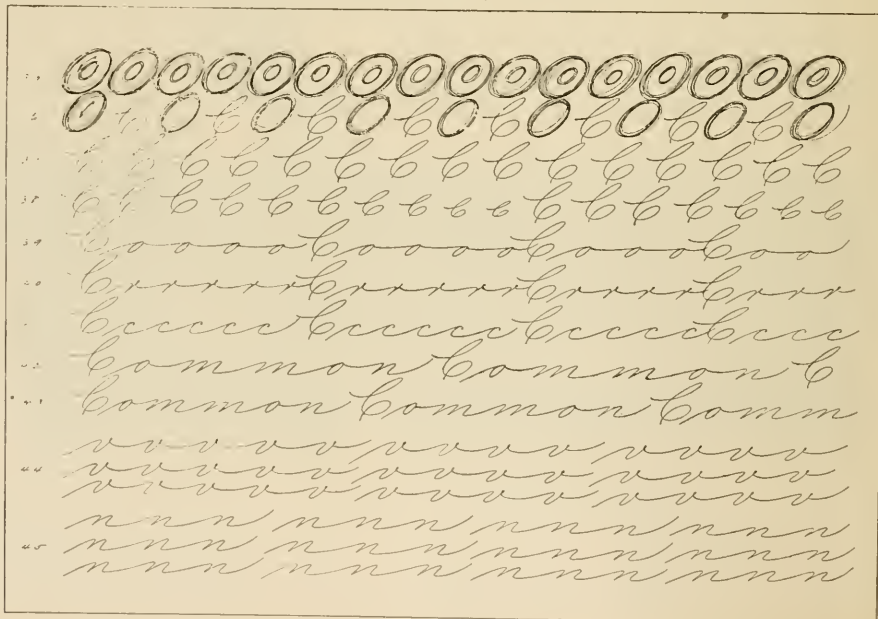




PLATE 5

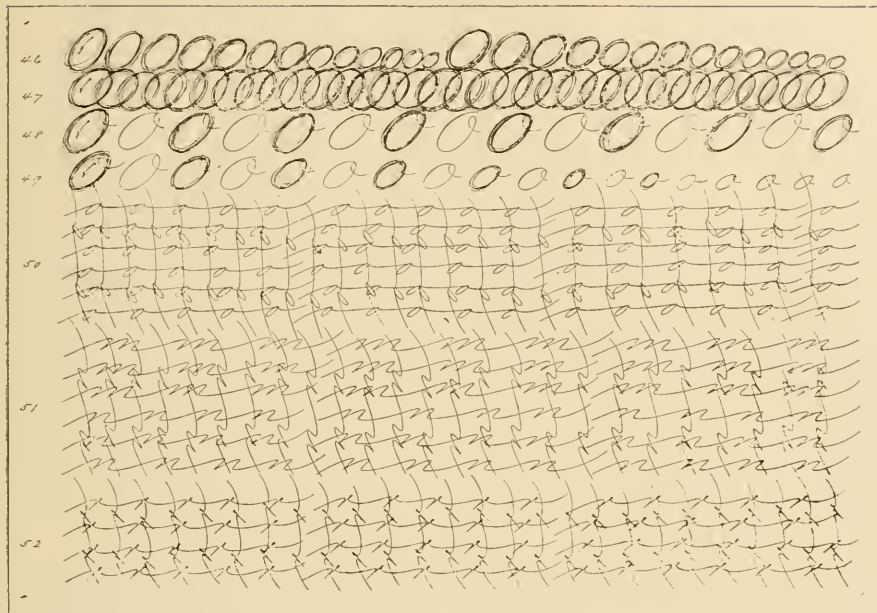
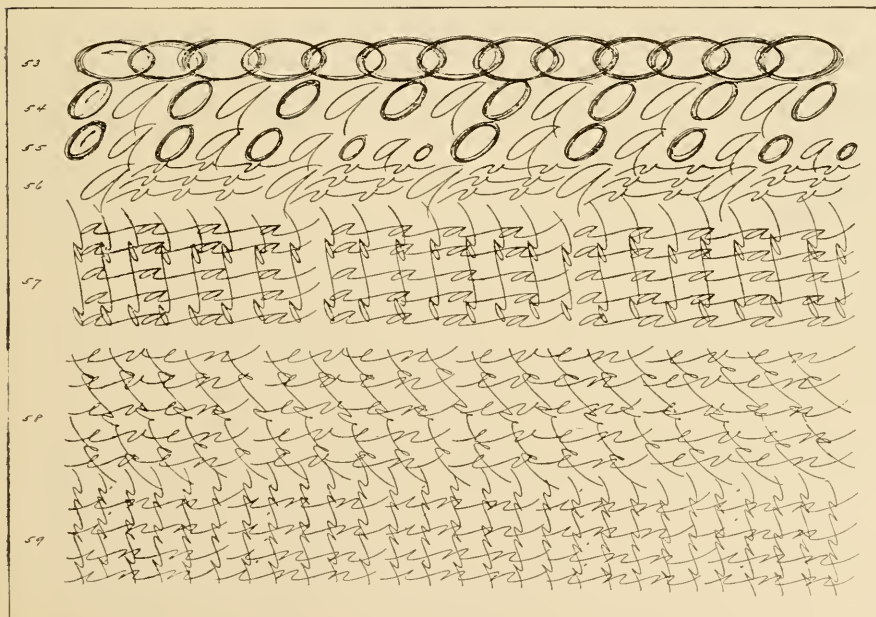


PLATE 6





# Modern Business Penmanship

By JAMES E. BROWN, Boise, Idaho

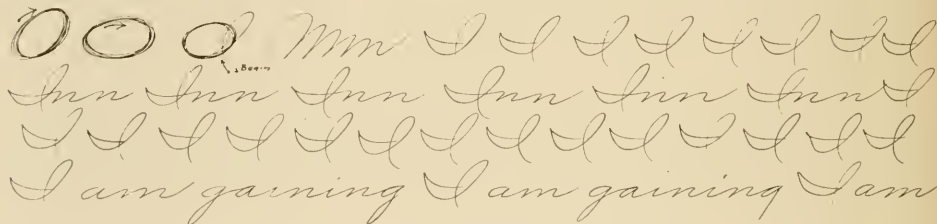
Students desiring criticism should send their copies with 10c each to Mr. James E. Brown, P. O. Box 1181, Boise, Idaho, each month. This is an excellent opportunity for you to secure high class criticism.

Mr. J. E. Brown's lessons in business writing on pages 10 and 11 in the February number were accidentally run under Miss Mellon's heading.

## LESSON FORTY-THREE

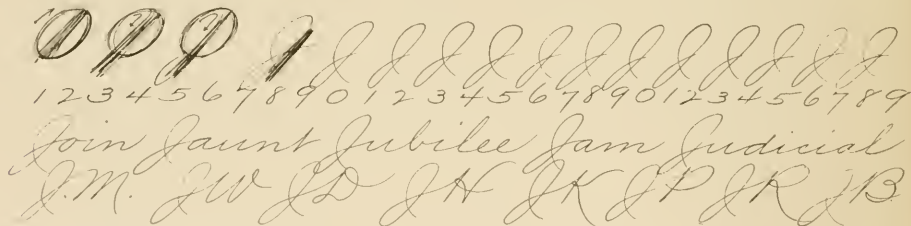
It is a pleasure to report that I have been receiving some very fine work from students who are following my course. Almost every state in the Union has its students on my list, and work has been reported from far away China. I have received some very excellent work from Thomas Sue, Hong Kong, China. It gives me a real thrill to receive work from such a distant land. It makes me feel that somehow my course is doing a lot of good. Some of the best work sent in from the U. S. A. is from Mark Ellis, Fairfield, Ala. His writing is fast nearing the professional type. There are several others who have submitted excellent work.

This lesson requires a good command of the indirect oval coupled with the straight line. To make a good capital I requires the skill necessary to swing a good, rather full, left curve, starting slightly below the base line as though making an indirect oval, but instead of making the oval complete, the movement should change at the top and come down on the proper slant toward the base line. Making this change in movement at top of capital I requires at first very close study and attention. The downstroke is nearly straight most of the way down. The usual tendency is to make the upstroke nearly straight and the downstroke curved. A little close study of form will show you that this tendency is wrong. I count and-1-2 for I, though some count 1-2-3. It is my rule never to count a numeral for an upstroke. I always use "And" for upstrokes. Keep the lower part of I nearly level and be very particular to keep it sharp at the left.



## LESSON FORTY-FOUR

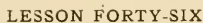
Here we have an excellent drill which combines the indirect oval and straight lines without lifting the pen. Be certain not to lift the pen in going from the oval to the straight line, as this change in movement is what the exercise is devised to develop. It is plain from this exercise that the main downstroke in J is nearly straight and on the slant of one's writing. Note that the top of J is larger than the bottom. Practice the arrangement of J with figures on alternate lines and make the lower part of J short enough so that the figures have room on the base line below. Count and-1-and for J. Some count 1-2-3. See how much freedom and grace you can get in the letter combinations. Keep the lines light, sharp and smooth.



## LESSON FORTY-FIVE

A careful analysis of T and F will show that the movements required are found for most part in the two figure eight exercises. Practice until you master these movements. Keep the cross in the horizontal exercise level, or at half the height. The highest part of the cap or top of these letters should be over the main downstroke at about half its height. It is important to place the cap in the proper position to maintain balance or symmetry in your letters. Note the sharp finish at the left of these letters. It is like the finish of capital I. This angular finish is used in B, F, G, I, S and T. It will pay to master it. It requires a definite stop before swinging the final stroke to the right with a very quick, snappy movement.

Most penmen make the lower part of T and F first and finish with the cap. This, in my opinion, is the better way. Keep the cap clear of the stem. Finish F at about half the height and close to the stem. T may be joined to the small letter following, but as this sometimes tends to illegibility, I discourage this joining. Count 1-2 for the stem of T and 3-4 for the cap. Count 1-2-3 for stem and cross of F and 3-4 for the cap. Don't forget to lift your pen while it is moving when you want a pointed or vanishing line such as is correct for the cap for these letters.



O S S S S S S S Sum Some  
Some men mining in a mine S S.  
O G G G G G S S Gun Game  
Good men hunting in a field G G

o s sss ssss ssss sun son same  
sunshine shadow shall skill say s.  
r r r r r rrrr rrrr rrrr rrrr  
Now we are nearing the top. Now.

o/o o/o o/o o/o o/o a/c a/c a/c a/c a/c c/o c/o c/o c/o c/o  
nine men mining in a mine.  
d c c c c \$ \$ \$ \$ \$ . # # # # # v v v v v \$ 700  
Aim to use arm movement now. A





## LESSON FORTY-NINE

Sentence writing will test your skill in making all the letters. There are many points of special instruction necessary that will be given while we are covering the alphabet by sentences. For this lesson let's watch arrangement, movement and quality of line. Try to write easily and at a fair speed. Report on your work if you desire criticism. It ought to help you over some of your difficulties. Are you trying to win the B. E. Certificate? It's well worth your time and effort. Show your quality by winning it.

Are you interested in better writing?  
 Better writing would help you win.  
 Come on now, wake up, learn to write.  
 Do your best; it will be none too well.

why why why why why why why why w  
 quiz quiz quiz quiz quiz quiz quiz qu  
 jumping jumping jumping jumping  
 starved starved starved starved starved  
 black black black black black black for  
 for for for for for for for for for for  
 why quiz black starved jumping for

R. S. Collins

The above six words were prepared by R. S. Collins, and as you will see contain the entire alphabet. The curves were made full intentionally to show a big distinction between turns and sharp angles. Mr. Collins taught penmanship for many years in the Peirce School of Business Administration, Philadelphia, Pa., and for the last three years has been touring the world.

Good business writing is that style which can be written with ease and rapidity, and which can be read with little effort.

A healthful writing position is one of the four chief essentials of good writing; the others being form, movement and speed.



## Supplementary Business Writing

By C. C. Lister, Maxwell Training School for Teachers, New York City.

### Movement Exercises

A movement exercise may be defined as the repetition of a single stroke or character with a view to making the movement used in producing the exercise automatic or habitual.

By a single stroke we mean the combination of an upward and a downward line. It may be a straight line, an oval, the over motion, the under motion, or a single letter. The rapid repetition of any of these is a movement exercise.

Their purpose is to break up incorrect habits, establish correct habits, to habituate the use of the arm muscles when writing, and to inspire enthusiasm by concert drill stimulated through rhythmic count or music.

A specific movement exercise is one that involves a stroke used in making a particular letter. Consisting, as they do, of parts of letters, they are letter-building exercises, and are more beneficial to the student than the straight line or oval.



## Students' Page

Teachers and Students are urged to assist in collecting material for this page

### STUDENTS' MONTHLY PENMANSHIP CONTEST

Every student would feel proud of his penmanship if he could write well enough to have a specimen of his own work published in the B. E.

Here is a chance for you to see a specimen of your writing published. Each month we shall conduct a contest and publish the best specimen (pos-

sibly more than one) submitted, considering, as best we can, form, movement, strength of lines, grace, beauty, neatness, arrangement, engraving quality, etc.

You are bound to win for you are going to improve your handwriting by entering the contest. Specimens will not be returned.

**Have Your Teacher Help You Win**

### Material to Submit for March Contest

1. Make one copy of plates 4, 5 and 6, pages 8 and 9. (Use black ink.)
2. Copy "I am working on the lessons in the B. E. and like them very much. I am determined to become a better penman."
3. Write your name, age, school, teacher and address.

C. H. Spryer, Pittsburgh, Pa., is the writer of the unsigned specimen which won fifth place in the Movement Exercise Contest, the results of which were announced in the February number.

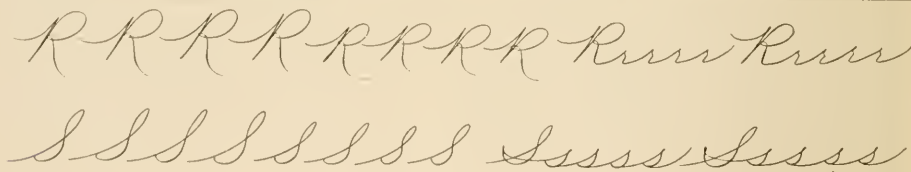
## Reading Spelling

Louise M. Hasking, pupil of R. R. Reed, Ferris Institute, Big Rapids, Mich., wrote the above.



By Pearl Dickinson, Student of F. A. Krupp, Penman, Interstate Business College, Fargo, N. D.

By A. W. Matthies, Hutchinson, Kans., who won second place in the Movement Exercise Design Contest.



Copies for review by E. A. Lupfer





# A Little of Everything

By CHARLES T. CRAGIN  
Holyoke, Mass.

## A GIRL OF ACTION

### PART II

Her first position opened to Eleanor a fascinating and enchanting field of work for she had an opportunity to see the rarest and most beautiful of gems intimately, which was an entrancing study to which she gave her close attention, as I am sure my girl readers would if they had a position of this kind. They would find out that the diamond, the hardest of all stones, had all kinds of value. Now, the shop-girl or the house-maid, if she gets engaged, expects a diamond ring from her fiancé, and she generally gets it even if he buys it on the dollar down and a dollar a week as long as you live plan, for there are all kinds of diamonds at all kinds of prices. The diamond is not so old a stone as the ruby, the sapphire or the emerald, all of which you will find mentioned in the Old Testament, for the diamond doesn't show up in its beauty until it has been cut, and the ancients didn't know much about diamond cutting. For a long time, the diamonds of the world, like the other precious stones, came from India. The finest diamond in the world is probably the Pitt Diamond which was brought from India by an ancestor of William Pitt, the great English statesman, and was sold for six hundred and fifty thousand dollars. Pretty good diamond, that! But it weighed over a hundred carats and a one-carat diamond is quite a good-sized stone, and will cost anywhere from a hundred to a thousand dollars. If you are going to buy a diamond, do not trust your own judgment, for many diamonds contain flaws which are hidden in the cutting from all but the eyes of an expert, and diamonds have color. There are black diamonds, used only for glass cutting and mechanical tools, but the diamond which goes into the ring or eardrop may have a slight coloring. Just a faint tinge of yellow, or rose, or blue. The yellow diamond is a diamond all right but it is not worth nearly so much as the rose diamond or the blue diamond, which are just faintly tinged with those colors. But it is a pure white diamond, clear as the dewdrops of the morning, that glows with inward fire that will make it shine like phosphorus in a dark room. Most all the diamonds of today come from the deepdown mines of Kimberly in South Africa where Kafirs pick them out of a hard clay, and they search these Kafirs very thoroughly as they stand in "the altogether" without a rag on them, before they let them go home each night.

A great diamond syndicate controls these South African mines and it allows only so many to be sold each year. That is why diamonds are steadily increasing in price. These Kimberly

mines were discovered by accident. A shepherd, herding his sheep, kicked a pebble aside as he went on his way. It sparkled in the sun and he picked it up and thought it looked rather pretty. He put it in his pocket and finally took it to a jeweler when he went to get his watch fixed, I suppose, and the jeweler found out it was a diamond worth a good many thousand dollars. I suppose the shepherd sold it for a few dollars and had a royal drunk, which was the shepherd's idea of a good time in South Africa then. Diamonds come in the form of regular crystals, imbedded in rock. They are sent to Holland and in the city of Amsterdam, expert cutters put them into the shape in which they are mounted in rings and other articles of jewelry.

But the diamond is not the most valuable stone. When you go above one carat in size — and one carat is about the size of a small garden pea — the ruby is worth more than the diamond, but it never gets to the large size of some diamonds. The ruby is not nearly so hard as the diamond, which can only be cut in its own dust. The ruby can be cut with an emery wheel and the best rubies of the world come from Burmah, in British India. But there are some in Russia, some in South America and a few of inferior quality have been found in North America. The rarest of rubies is what is known as the pigeon's blood, a rather light red. The ruby is very easily imitated, for it takes an expert to tell a ruby worth a thousand dollars from a garnet, fitted up as an imitation, and not worth two dollars.

Then there is the sapphire, very similar to the ruby in hardness, only its coloring is blue. The sapphire also comes from Burmah and is a valuable stone, if it is free from flaws, but it does not reach the large size of the diamond and is not so valuable as the ruby.

One of the oldest and best known stones of all is the emerald, whose color is green. It has always been a favorite with the orientals, and the finest emeralds of the world have come from Burmah and other parts of British India. It is a transparent stone and some of those orientals used it as a magnifying glass. That delightful old Roman, the Emperor Nero, had a pure large emerald for an eye glass, and he always took it with him when he went to see the lions tear up the Christians or the gladiators rip each other to pieces in the Roman circus. I presume he looked through it when he wasn't fiddling that night he had Rome burned just to see what a city would look like on fire. Nice old boy, Nero, according to history, but I don't believe he fiddled for

the simple reason that there were no fiddles in Nero's time.

The office of Mr. Von Heusen was not in one of the great office buildings of Chicago, but was a small suite of three rooms on the second floor in one of the older buildings of the city. A building occupied by conservative law offices, mostly. The young man did not care to be prominently known. On the door of the suite was simply the name of F. Von Heusen without intimating what his business was. He did not propose to sell from his office except by appointment, for he was not anxious to have it known that he carried sometimes a quarter of a million dollars worth of rare and beautiful gems.

His method was to visit dealers, show his samples and if necessary make an appointment with them at his own office, but he had no expensive burglar-proof safe or safety vaults. He depended on a small, but powerful, chilled steel safe to hold his jewels over night when they were not in his possession and when he and the stenographer were absent from the office. In the same office was his father, an elderly gentleman, who did fine repair work and mounting of gems. He was an expert in judging the quality of these jewels. Then Eleanor showed, after a few months, that she was more than a mere stenographer. She suggested a line of advertising that, at once, produced results. This was a personal letter sent to bankers, capitalists, women of wealth, and especially to those who were announcing the approaching marriage of members of wealthy families. These letters told of rare bargains in beautiful gems and as the references of Von Heusen were of the best, the letters produced results and became a source of profit to the young Hollander, and to Eleanor as well, for her salary went up to \$30 and in less than a year to \$40 a week.

Eleanor's work in the office of the Von Heusen's was not at all difficult although she kept busy most of the time preparing special letters to be sent to probable customers, and with the aid of the two men she got up a very attractive and beautifully illustrated brochure on the subject of precious stones, and they had these printed and sent out to those who they thought would be interested. There was no difficulty in making up a list from the "Who's Who" in Chicago.

### The Suit of Rooms

There were three rooms in the Von Heusen suite. First, a reception room where visitors, who were very few in number, mostly jewelers and dealers in the city, were received. From this reception room a door led into the inner or private office, where the elder Von Heusen spent most of his time. The young man was rarely in the office except for a limited period of time. Off the reception room, separated by a narrow door covered by a portiere, was a small room which Eleanor used for her correspondence work and typewriting. This room was not apparent from the

(Continued on page 24)



## Penmanship Devices and Plans

Teachers are invited to contribute short, helpful methods and devices of about 250 words to this department. Pass your ideas on to others.

### SPEED AND QUALITY GRAPHS

By H. A. Roush, Philadelphia, Pa.

Dear Mr. Lupier:

Enclosed you will find a Speed and a Quality Graph which I arranged for this city.

No one has a truer or more powerful incentive to effort in learning to write than that afforded by a comparison of his own efficiency and progress at successive intervals of time. For this reason we survey the writing of our classes at the beginning, during the middle, and at the end of each term. The speed in letters per minute and the quality which the specimen merits on the Handwriting Scale are listed plainly on the papers, which are ex-

hibited in support of the Speed and Quality Graphs which are prepared as shown below:

The teacher can tell at a glance the standing of the entire class as compared with the grade median.

It is suggested that each pupil make his own individual graph and keep it handy for reference.

The graphs illustrated above are for the seventh grade. "M" stands for the seventh grade median, "G" for the eighth grade median, and "H" for the ninth grade median. Likewise, "L" represents the median for the sixth grade and "U" for the fifth grade.

Graphs for the different grades can be built from the following standards or medians which we have determined for each grade:

|                                 | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  |
|---------------------------------|----|----|----|----|----|----|----|----|----|
| Speed (letters per minute)..... | 30 | 35 | 45 | 55 | 65 | 70 | 75 | 80 | 85 |
| Quality (standard scales).....  | 35 | 40 | 45 | 50 | 55 | 60 | 65 | 70 | 75 |

### HANDWRITING GRAPH—SPEED (letters per minute)

| Grade—VII          | Room—10 | Teacher—Miss Smith |   |   |   |   |
|--------------------|---------|--------------------|---|---|---|---|
|                    |         | U                  | L | M | G | H |
| 1 Adams, Helen     |         |                    |   |   |   |   |
| 2 Brown, Horace    |         |                    |   |   |   |   |
| 3 Cook, James      |         |                    |   |   |   |   |
| 4 Fisher, Mildred  |         |                    |   |   |   |   |
| 5 McCoy, Thelma    |         |                    |   |   |   |   |
| 6 Williams, Esther |         |                    |   |   |   |   |

Key to Letters

U—Unsatisfactory  
L—Low  
M—Median for grade  
G—Good  
H—High

65 70 75 80 85

### HANDWRITING GRAPH—QUALITY (standard scales)

School—Grant P. S.

| Grade—VII          | Room—10 | Teacher—Miss Smith |   |   |   |   |
|--------------------|---------|--------------------|---|---|---|---|
|                    |         | U                  | L | M | G | H |
| 1 Adams, Helen     |         |                    |   |   |   |   |
| 2 Brown, Horace    |         |                    |   |   |   |   |
| 3 Cook, James      |         |                    |   |   |   |   |
| 4 Fisher, Mildred  |         |                    |   |   |   |   |
| 5 McCoy, Thelma    |         |                    |   |   |   |   |
| 6 Williams, Esther |         |                    |   |   |   |   |

Key to Letters

U—Unsatisfactory  
L—Low  
M—Median for grade  
G—Good  
H—High

Top Dotted Line indicates survey at beginning of term  
Center Solid Line indicates survey at middle of term  
Bottom Dotted Line indicates survey at end of term

55 60 65 70 75

### PENMANSHIP SCALE

Urged by C. C. Lister

Penmanship of pupils will improve only when teachers learn to grade the specimens of the children's handwriting so as to discover its weak and strong points, according to Clyde C. Lister of the Maxwell Training School for Teachers, who spoke last night at a section meeting of the New York Society for the Experimental Study of Education.

Mr. Lister pointed out, however, that human judgment of penmanship is not likely to be very accurate or very consistent, and he urged the use of standardized penmanship scales.

"If teachers would grade with a more clearly defined basis for judging the merit of penmanship the grading would mean much more to both pupil and teacher than it usually does," he said. "Grading done for the purpose of helping and stimulating the pupil rather than to offer negative criticism can be made a powerful aid in securing satisfactory results.

"But if the grades in penmanship given by all teachers of the school system are to be reliable and dependable in judging the merits of the writing and in determining how the penmanship of one class or school compares with that of another, there must be a uniform standard by which to judge. Few, if any, will deny that there is a woeful lack of uniformity in teachers' estimates of the accomplishments of children in penmanship.

"The basis for grading should be sufficiently definite to make it comparatively easy for teachers who are following the same definite outline for their instruction in penmanship not only to grade the penmanship so as to approximate very closely its true value, but also to make it easy for them to tell why it is not as good as it should be, to locate the weakness and to determine what to do to improve it."—New York Sun, Jan. 11, 1925.

### PENMANSHIP TESTS

I have been giving a short test in the theory of penmanship at the close of the regular lesson. I usually give ten questions, and give them part of their daily grade on their answers. A few questions of this kind are included in the monthly test. Below are a few given this past week. I would like your opinion as to the value of this work, and I would also like to know whether or not others find it a help to correct seeing and thinking in penmanship teaching.

1. Give the line of direction for the first stroke of C. 2. How many sharp angles has W? 3. Give a method for avoiding a loop in A. 4. What is wrong with O? (O with cap swung too far over top.) 5. Diagram O. 6. Analyze h. 7. Why should figures be made small? 8. Show correct alignment for 12479.

(These questions are given orally and the answers written quickly on the papers.)

W. L. Craudall,  
Saint James School, Faribault, Minn.



# MENTAL MEANDERINGS

By CARL MARSHALL

Route 1, Box 32, Tujunga, California

An out-west friend who reads the EDUCATOR, and likes some of the things I write, sent me a nice letter the other day to tell me

**How Shall We Use Our Alphabet?**

spelling. I had supposed that this cult had long since died a natural death, but it seems not.



Weak things are often hard to kill, and show a longevity quite disproportionate to their value. Long ago the English speaking world seems to have made up its mind about simplified, or "reformed" spelling and, with a few negligible exceptions here and there, decided it would have none of it. Not but what the spelling reformers had a good case. Everybody admits that English spelling is more or less messy and unscientific, but for that matter, so are a lot of other things that are rather durably lodged in human life; for instance, our system of weights and measures, our burial customs, our marriage laws, and even that supreme matter, our divers ways of worshipping God.

The trouble is that the World does not get rid of its foolishness by making clean sweeps. It prefers to muddle along with what it has, allowing good things to come by slow growth and bad things to disappear through gradual off-sloughing. In nothing is man more slow to make changes than in language. The average man is prone to resent any interference with his mother tongue. In the matter of his speech, he likes to feel that his feet are on solid ground and is distinctly hostile to any kind of language tinkers who would have it otherwise. That is why, despite the schoolmaster, various rude forms of dialect persist for generations in this country and England, and are harder to get rid of than crab-grass. Seventy-five or eighty years ago the Longley brothers in Cincinnati, invented a phonetic alphabet which, demonstrably, would save from two to three years in the education of every child. Sometime after, William T. Harris, then Superintendent of Schools in St. Louis, hazarded an attempt to utilize the Longley plan in the primary schools of his city, but met with such violent opposition from the populace, that the experiment had to be abandoned.

So it has been with every attempt on the part of well-meaning enthusiasts to reform English spelling. Not the weight of all the scholarship in the world can overcome the inertia of the

great reading and writing public. Even the dozen or so of revised spellings recommended by the Simplified Spelling Board more than a quarter of a century ago, have not "caught on" to any appreciable extent, notwithstanding the support of President Roosevelt and the Standard Dictionary. As for the more radical changes later recommended by the Board, they have never got beyond the spelling reform pamphlets.

The one way to make spelling reform effective is to put it into the schools, but there is probably not a school board in the entire country who would dare such an innovation, and without such authorization generally, there is not a text-book publisher in the land who could afford to put it into his books. So it looks as though, for the present at least, we shall have to go on using the alphabet as it is used in our dictionaries.

**As to March Hares**

I was quite small when I first heard about folks being "as mad as March hares". I soon learned that hares meant rabbits, but nobody took the trouble to tell me what they were mad about, or why the rabbits were madder in March than in any of the other months. Later on I learned that the March rabbits were not mad at all, but only crazy. It seemed to me that language must be a queer thing. But it still remained to be explained why the rabbits went crazy in March. Possibly the wind had something to do with it. And then, perhaps March was the month in which the rabbits did their courting. I had noticed that courting seemed to make most everybody crazy who got mixed up in it.

As my years increased, I began to learn that there are a considerable number of people in the world who occasionally act in a way to make people like them to the crazy March rabbits. Thus, a neighbor boy came to our house one day and deliberately trod on our dog's tail, "just to see what he'd do." He found out. Ours was the kind of dog who knew his rights, and knowing, dared maintain. When my kind Quaker mother got done dressing the wound, she asked: "But Cornelius, whatever made thee step on the dog's tail?"

"D'no; reckon I musta been crazy".  
"Just like the March harc," I thought to myself.

Then there was Martha Snook, homely but pious and proper, and forty, who adventured to a winter party in a thin muslin dress because she "wanted to look young". The ensuing lung fever gave our young doctor his first job, and came near transporting Martha

to a bourne where one secured eternal youth without the need of evening dress. "I should have thought thee would have known better, Martha," commented my mother after she had nursed her through it.

"I did, Aunt Lucy; guess I just had a crazy streak." So the March hares were crazy in streaks.

Then it came my turn. We had a newly dug well that greatly interested my boyish imagination. I had seen my father lower himself in it by the rope, and thought I would do the same. But I forgot that my father always had some one by to lift him out again by the windlass. I also forgot that there were six feet of water in the well. When my yells brought help and my father and the hired hand had fished me out, they wanted to know whether I "was a born idiot or just gone plum crazy". I decided that I also must be in the March hare class.

And so it has gone on. Every little while, I find a seemingly intelligent and sane person doing some perfectly fool thing that the veriest nitwit would know better than to do. These things range all the way from playing the stock-market with other people's money to jay-walking across a street crowded with racing autos. Within the past three months, twenty people have been killed in Los Angeles by sleeping in a tightly closed room with a lighted gas stove, and they are still doing it. And you or I, good reader, may be the very next one to do one of these March hare stunts. I wonder what the explanation is. Perhaps all of us have a blind spot in our brains the same as we have in our eyes.

**Profit From the Cross Word Fun**

Few forms of play are useful. If they were, they would not be play. About all that we can say for any kind of play among adults, is that it is recreative. Golf, football, baseball, tennis and so on, add to the players' vigor, but it is doubtful whether any of them aid a man to do better specifically, any kind of work. Chess has often been praised as a game that strengthens and disciplines the mental powers, but after playing the game myself for more than fifty years, and after having been associated with hundreds of chess-players, including both dubs and experts, I am convinced that the game has very little relation to mentality, and still less to any other special form of mental effort. It is a popular error that chess-players are likely to be good mathematicians, or vice versa. Some games, like boxing, poker, and chess, tend to superinduce coolness and self-control on the part of the player, but it is doubtful whether these qualities are carried beyond the game itself.

But the cross-word puzzle, that is, just now monopolizing most of the amusement spot-light, appears to be distinctly different. Not only does it provide that spirited contest that is the main element in all good games, but it involves close concentration upon a

(Continued on page 23)





## NATIONAL COMMERCIAL TEACHERS FEDERATION

(Continued from page 7)

of Commercial Education to Young Men and Women of the United States and Canada."

### "Present Tendencies"

The Rev. Dr. E. Y. Mullins, President of the Southern Baptist Seminary spoke on "Present Tendencies in Education." Dr. Mullins held that a better conception of education, vocational training, the teaching of civics and the recognized aim of producing finished men and women were worthy tendencies in modern education while neglect

amount to more than \$200,000,000 annually.

"Losses from credit frauds amount to more than \$400,000,000 annually. Losses from sales of corporate securities of no actual or potential value amount to more than \$1,000,000,000 a year. It seems that these statistics justify us in believing that all educational institutions should either through an atmosphere or through formal programs give more emphasis to growing a citizenship that will have dependable life.

### Calls Leadership Need

"What we need today in private and public life is leadership that lives above the realm. Our country cannot illuminate with tallow candle and grease personality. It takes the arc light of a great soul to advance freedom, education and democracy."

Prof. Cherry scored those who complain about the Government and then do not go to the polls to vote. He said that the people of a democracy get the

profit, but that the supreme function of business is service, and that he profits best who serves most." Mr. Colvin continued, "Business has learned that it pays to have the men and women who work for it satisfied and contented. Intelligent business does not discharge the employe that tries and fails; it finds him a place where he can succeed.

"I should like to see established in every business school a department of human relations. The student should be taught to look upon business organizations not as being made up of bosses and employees, but of brothers engaged in a great cooperative enterprise. I believe that we shall soon have such instruction offered in our schools.

### Based on Fundamental Laws

"If America is prospering in a material way it is because her industrial system conforms to the fundamental laws underlying industry. Let me suggest that the great mission of us all is to find out these laws and make this ever-changing world of circumstances chime with never-changing laws."

### Resolutions Adopted

Resolutions were adopted as follows: (1) Endorsing the plan to make the Mammoth Cave region a national park; (2) opposing the proposed Child Labor Amendment to the Constitution; (3) Urging that a committee or representative of the N. C. T. F. attend the various interstate meetings; (4) Recommending to proper authorities that Christopher Latham Sholes, the inventor of the typewriter, be accorded a place in the "Hall of Fame"; and (5) Urging a fuller understanding and co-operation between the high schools and business colleges by unitedly encouraging pupils to finish their high school



C. M. YODER

The new President of the N. C. T. F.

of fundamentals, excessive emphasis of technicalities, and an inclination toward materialism were undesirable tendencies.

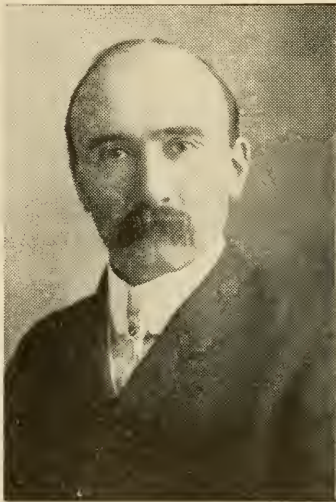
### "Vocational Training"

E. T. Franks of the Federal Board for Vocational Training gave an address on "Vocational Training". "Commercial or so-called business colleges," said Mr. Franks, "are turning out too many 'half baked' bookkeepers and stenographers. There is but one way to make good, high-class stenographers quickly, and that is to finish them in part-time schools. The demand for first-class stenographers is greater today than it has ever been before in the history of the country."

### "That Other Thing"

The principal address at Tuesday's session was delivered by H. H. Cherry, President, Western State Normal School, Bowling Green, Ky., on "That Other Thing". Prof. Cherry defined "That Other Thing" as an intangible spiritual force that determines every human success, established commercial credit, stabilizes business and guarantees perpetuity of free institutions.

"There is a challenge in the report of the survey made by the Committee on Public Affairs of the American Institute of Accountants," he said. "It shows that losses from embezzlement and forgeries in this country alone



JOHN ALFRED WHITE

The new Secretary of the N. C. T. F.

kind of a Government that they order through their civic conduct.

### Talks on "Americanism"

The Federation Luncheon Wednesday noon brought the convention to a close. The speaker was the Hon. George Colvin, Superintendent, Louisville Industrial School, and his theme was "Americanism".

"America is giving to business a new creed and a new code," said Mr. Colvin.

"American democracy has done one thing — it has glorified and dignified labor. And not only is America teaching the world a new conception of labor, but we are beginning to understand that business is not organized and conducted merely for personal gain or



A. F. TULL

First Vice President of the N. C. T. F., 1925

course before taking business training.

### Cincinnati Next

After a spirited contest, Cincinnati won out over Chicago as the place of meeting for next year. Detroit and Kansas City also extended invitations. The executive committee recommended Chicago but the convention overruled the recommendation and then patted the executive committee on the back, as it were, by voting to accept its decision on the place of meeting hereafter.

(Continued on page 20)



## To My Fifth Grade Teachers

By JOHN O. PETERSON,  
Supervisor of Handwriting, Tacoma, Wash.

swings his club and how he follows through. In writing, "form" means something else, but in golf it means the same thing as position and movement in writing. The good player pays a lot of attention to "form". He pays as much attention to it when he is playing a game as when he is practicing. Your pupils will make the most satisfactory progress by doing the same thing.

It was never my idea to ask more than a very few of you to work any harder than you work right now. Working hard and working effectively may mean the same thing, and then again they may mean two entirely different things. How effectively you teach muscular movement writing can be easily determined by a glance around your room when your pupils are preparing their lessons. When I began work here, Lo! ten years ago, I thought that in a few years all the pupils from the fifth grade up, and a big percentage of those in the grades below, would maintain positions like those shown on page one of your text book. I thought they would do this whether they were practicing a writing lesson or writing a composition on thrift. Now, I am not so disappointed as you may think. If all the pupils in and above your grade did that, then I should consider my work here completed. I would be out of a job, and probably would have to leave this fair city for parts unknown.

You are not expected to get as excited over your penmanship lessons as some people do over a game of golf. They say that a great many players do not care for that game at first. But when those players begin to understand that the game is entirely one of dex-

terity and skill, and that with the same amount of practice they can become as skillful as the other fellow they become enthusiastic golfers. It is something like that with muscular movement writing. Increasing skill brings increasing interest. That is something your pupils must have if they are to make progress.

In this paragraph I am thinking of muscular movement writing, and muscular movement practice. What does the fifty grade boy in your room get for remembering his writing position while he writes a story about the Indian's Happy Hunting Grounds? Does he get anything that he would not get if he did not remember it? The man who practiced golf in his back yard every day, but who never went into a game, might become pretty good at it. The chances are, however, that he would become a better golfer by spending that time in an actual game. But if he would do both, or if he would alternate by playing one day and practicing the next, then his chances would be much better. His main interest then would shift to the score card.

Now that is where you want the interest of your fifth grade pupils. You want them interested in the practice work, to be sure. But you want their interest to begin there. You do not want it to end there. They use a term in golf called "form". It has to do with how a player stands, how he

Miss Ethel Snow, a recent graduate of Ohio University, is a new commercial teacher in the Libbey High School, Toledo.

Miss Marjorie Helen French of University Place, Neb., has recently accepted a position as shorthand teacher in the High School at Perth Amboy, N. J.

Mr. Melvin E. Wagener, a recent graduate of the State Normal School at Whitewater, Wis., is a new commercial teacher in the Douglas Business College, McKeesport, Pa.

Miss Genevieve Hodges of Ithaca, Mich., is now teaching commercial work in the Mount Clemens, Mich., schools.

### EASTERN COMMERCIAL TEACHERS' ASSOCIATION

Easter week, April 9-10-11, at the new Benjamin Franklin Hotel, Philadelphia, Pa.

A fine program is planned and there will be a large display of professional penmanship, scrap books, etc. If you have a scrap book or specimens you can loan for the occasion write to H. W. Patten, Chairman Penmanship Section, 247 S. Juniper, Philadelphia, Pa., who will be glad to give information regarding the exhibit, program or anything you desire to know regarding the meeting.



The above photograph includes all of the students of the NATIONAL BUSINESS COLLEGE, ROANOKE, VIRGINIA, at the time it was taken in January, 1925, who have subscribed since September, 1924, to THE BUSINESS EDUCATOR. Mr. W. B. Zollman, the penmanship instructor at this school, sends in specimens to be examined for certificates from his pupils in his classes, and if we are able to judge from the papers sent in and the number of certificates granted, excellent results are being secured. Mr. Zollman is himself a very skillful business and ornamental writer besides being a very energetic, enthusiastic and inspiring teacher. Mr. E. M. Coulter, President of the school, attended the Zanerian a number of years ago, and has a national reputation as a fine professional penman.

## NATIONAL COMMERCIAL TEACHERS FEDERATION

(Continued from page 18)

### Annual Banquet

A reception and dance was held Monday evening in the ballroom of the Brown Hotel. The annual banquet was held Tuesday evening. F. M. Van



**EDNA MOORE**  
Secretary, Private School Department

Antwerp, former president of the Federation, was toastmaster. J. Tandy Ellis of Frankfort, Ky., was the speaker of the evening. He gave an illuminating and humorous portrayal of "Kentucky Folklore". Two dusky male quartettes furnished some local color. The usual flashlight was taken, and then schoolma'ns and schooldads, many miles away from local gossip, danced until the wee sma' hours and reported an hour late for the program next morning.

### The Cave Trip

About 100 members remained over for the trip through the Mammoth Cave on New Year's Day. Those who took the trip voted it one of the most enjoyable features of the convention. The Toonerville Express from Glasgow Junction to the Cave was a revelation as an example of antediluvian rolling stock.



**W. R. KIDDOO**  
Vice-Chairman, Business Round Table

Much credit for the success of the convention is due R. H. Lindsey of the Spencerian Commercial School, Louisville, chairman of the Local Committee and his corps of workers. Other members of the Local Committee were:

Miss A. C. Roth—Girls' High School.  
Sister Mary Canisius — St. Helena's Commercial College.  
D. P. McDonald—Bryant and Stratton Business College.  
W. H. Lippold—Y. M. C. A. School.  
P. W. Clark—Clark's School of Business.  
J. D. Paul—New Albany Business College.  
J. D. Creager—Creager's Business College.  
E. LaRue Perkins—Clark County Commercial College.  
E. E. Black—Boys' High School.



**C. A. FAUST**  
Treasurer, N. C. T. F., 1925

### Public Schools Department

**Retiring Officers:**  
President.....F. J. Kirker  
Junior College, Kansas City, Mo.  
Vice-President.....D. C. Hilling  
Manual Training High School, Peoria, Ill.  
Secretary.....Mrs. Modesta M. Barton  
West High School, Des Moines, Iowa

**New Officers:**  
President.....George A. Macon  
Supervisor of Commercial Education,  
Memphis, Tenn.  
Vice-President.....B. B. Beal  
Hibbing High School, Hibbing, Minn.  
Secretary.....Miss Alletta Dodd  
Springfield High School, Springfield, Ill.

At the Monday session, Miss Elizabeth Baker, Commercial High School, Atlanta, Ga., gave a talk on "The Class Method of Teaching Bookkeeping". This was followed by a speech on "Retail Selling" by Miss Helen Haynes, Emmerich Manual Training High School, Indianapolis, Ind. "Should Accounting be Taught in the High School?" was the subject of an inquiry by L. E. Terry, Central High School, Kansas City, Mo. J. Clarence Howell, High School of Commerce, Detroit, Mich., closed the program with a discussion on "Teaching Commercial Arithmetic in the High School".

At the Tuesday meeting Paul Lomax, Assistant Professor of Commercial Education, New York University, was scheduled for an address on "Standardized Tests in Typewriting and the Supervision of Typewriting Instruction". Mr. Lomax was unable to be present, and his place on the program

was taken by E. W. Barnhart of the Federal Board of Vocational Training. I. R. Garbutt, Director of Commercial Education, Cincinnati, Ohio, discussed "Duties of Directors of Commercial Work in the City". The program was concluded by a talk on "Commercial Contacts for Commercial Teachers" by E. D. Zizer, Forest Avenue High School, Dallas, Texas.



**A. L. WALTERS**  
President, Private School Department

### Private Schools Department

**Retiring Officers:**  
President.....W. M. Dowden  
Lansing Business University, Lansing, Mich.  
Vice-President.....Albert L. Walters  
Littleford School, Cincinnati, Ohio  
Secretary.....Mary M. Gallagher  
Miss Gallagher's Business School,  
Kankakee, Ill.

**New Officers:**  
President.....Albert L. Walters  
Littleford School, Cincinnati, Ohio  
Vice-President.....T. A. Blakeslee  
Nebraska School of Business, Lincoln, Nebr.  
Secretary.....Miss Edna Moore  
Spaulding Commercial College,  
Kansas City, Mo.

The Business College Managers' Luncheon Monday noon was presided over by W. M. Dowden, president of the Private Schools Department. Brief talks were made by A. L. Walters, Littleford School, Cincinnati, on



**MRS. S. F. EVATTE**  
Secretary, Business Round Table

"School Advertising", A. F. Tull, Detroit Business Institute, Detroit, on "Public School Relationship", and B. F. Williams, Capitol City Commercial College, Des Moines, Iowa, on "Manager's Relation to the Business Public".



At the session of the Private Schools Department the President's address was given by Mr. Dowden. "What Does the Future Hold for the Business College?" was the topic for discussion, led by W. N. Watson, Lincoln Business College, Lincoln, Nebr. Among those participating in the discussion were B. F. Williams, Des Moines, and F. L. Dyke, Dyke School of Business, Cleveland.

At the Tuesday session, "A Suggestive Course of Study for the Business College" was presented by J. Herbert Snyder, Spencerian Commercial College, Louisville, and discussed by Miss Alice V. Wylie, Office Training School, Memphis, Tenn.

"How the Teaching of Salesmanship Can be Made Profitable as a Course" was discussed by J. F. Fish, Northwestern Business College, Chicago, and F. L. Dyke, Dyke School of Business, Cleveland.

## Business Round Table

### Retiring Officers:

Chairman.....Jay W. Miller  
Knox School of Salesmanship, Oak Park, Ill.  
Vice-Chairman.....B. L. Vass  
Jackson Business University, Jackson, Mich.  
Secretary.....Bruce F. Gates  
Gates College, Waterloo, Iowa

### New Officers:

Chairman.....M. S. Cole  
Senior High School, Marion, Ind.  
Vice-Chairman.....W. R. Kiddoo  
Goldey College, Wilmington, Del.  
Secretary.....Mrs. S. F. Evatte  
Greenville, S. C.

The program of the Business Round Table was based upon replies to a questionnaire sent to practically all members of the N. C. T. F. asking for suggestions and criticisms. In this way the committee had endeavored to prepare a program of subjects in which the majority of commercial teachers are interested. Speakers were limited in time and a large number of members were thus enabled to participate.

## Bookkeeping and Accounting

At the Monday meeting, Mr. D. E. Short, C. P. A., Fall's Business College, Nashville, Tenn., discussed "A Practical Schedule in Advanced Accounting". Mr. Short maintained that such a schedule should include the following basic subjects: Arithmetic, Elementary Actuarial Science, Business Organization and Administration, Economics, Commercial Law, Auditing, Accounting, and Income Tax Procedure.

W. R. Kiddoo, Goldey College, Wilmington, Del., discussed "Using Arithmetic Solutions and Proofs as a Preparation for Accounting Statements". Mr. Kiddoo suggested "longer and more complete solutions in arithmetic and a proof wherever possible. Unless we teach our students to prove their answers," said he, "we are accomplishing only 50% of our task".

## Penmanship

A paper on "The Correlation of Penmanship and Bookkeeping", prepared by Miss Clara B. Schulte, Senior High School, Dubuque, Iowa, was read by Miss Alta Warner, Davenport High School, Davenport, Iowa. Miss Schulte sent some interesting specimens of her

students' work and these were placed on display.

H. M. Heaney, Davenport-McLachlan Institute, Grand Rapids, Mich., gave an illuminating talk on "Side Dishes of the Penmanship Class". Specific suggestions were: (1) Classification of students' specimens into three grades and publication of the names of students in Class 1 and Class 2; (2) Grading of specimens occasionally by some local business man; (3) Constant use of penmanship slogans; (4) Grading of students' specimens by themselves by passing their papers around for selection of best specimens by majority vote.

A. M. Hinds, Supervisor of Writing, Louisville, Ky., closed the program with a talk on "Arousing Enthusiasm in Penmanship". Means of doing this, according to Mr. Hinds, are: (1) Enthusiasm of teacher; (2) Self-grading to disclose progress; (3) Use of competition and honor rolls; (4) Minimum of exercise drills and maximum of prac-



M. S. COLE  
Chairman, Business Round Table

tical writing; and (5) Determination of monthly grade in part by considering out of class work.

Among those participating in the general discussion were L. S. Augustin, Augustin Business College, New Orleans, La.; J. Clarence Howell, Detroit High School of Commerce, Detroit, Mich.; C. C. Crawford, University of Indiana, Bloomington, Ind.; and L. E. Terry, Central High School, Kansas City.

## Salesmanship

The Tuesday meeting was devoted to a discussion of Salesmanship and Personal Development. B. Frank Kiker, Berea College, Berea, Ky., spoke on "Methods in Salesmanship" and emphasized the ways in which salesmanship instruction may be used to develop the confidence of the student in himself.

C. R. Crakes, Moline High School, Moline, Ill., talked on "A Salesmanship Program that Gets Results (High School)". The salesmanship course as offered in the Moline High School, includes: History of Salesmanship, Recent Developments in Salesmanship, Necessary Qualities of a Successful Salesman, Study of Psychology, Actual Sale including steps and sale projects, Report on Work in Local Stores, Win-

dow Displays, Advertising, Local Speakers, Reviews and Exams.

An especially interesting report was presented by Clark E. Harrison, Draughton's Business College, Atlanta, Ga., on "The Salutary Effect of Salesmanship Instruction upon the Whole Student Body". Mr. Harrison explained how his institution was preparing a monthly report on the students' ability in various traits that are usually discussed in a course in Salesmanship. Each student is graded on the following: (1) Ability to learn; (2) Quantity of Work; (3) Quality of Work; (4) Industry; (5) Initiative; (6) Co-operativeness; (7) Attitude toward Work; (8) Speed; (9) Accuracy; and (10) Disposition. As a result of this monthly analysis and report, a larger percentage of students are "making good".

## Personal Development

A paper on "Developing the Personality of the Student", prepared by W. A. Robbins, Lincoln Business College, Lincoln, Nebr., was read by Miss Elsie A. Hammond of the same institution. Mr. Robbins suggested the following handicaps as present in many students: (1) Ill health; (2) Laziness — mental and physical; (3) Lack of Courage; and (4) Lack of Purpose. Overcoming these handicaps helps to build personality.

Miss Marie Driscoll, Senior High School and Junior College, Eveleth, Minn., was unable to be present but sent in a paper on "Teaching Personal Development in the High School".

## Louisville Executive Gives Advice

The feature of the Wednesday meeting was an address by Mr. Frank Cassell, Director, Belknap Hardware and Manufacturing Co., Louisville, Ky., on "What I Expect Your Graduates to Know". Mr. Cassell presented a delightful mixture of Southern oratory, Irish wit, and practical suggestions. He expected, he said, that the student should (1) be accurate; (2) know how to spell; (3) use correct English; (4) write a good hand—but not too good; (5) avoid tardiness; (6) avoid long methods when short ones will do the work; and (7) get the names of people accurately. "Nothing is any more important in business than bookkeeping and accounting", said Mr. Cassell. He credited his business training with helping him to attain his present position.

A round table discussion on "Keeping Students Together in Bookkeeping" was led by C. C. Crawford, University of Indiana, Bloomington, Ind.

## Thrift

"Thrift and Its Correlation with Commercial Subjects" was discussed by Willard H. Indra, Waterloo High School, Waterloo, Iowa. He discussed the subject of Thrift under three headings: (1) Saving; (2) Right Spending; and (3) Right Giving. "Ignorance as to where money is spent is the chief cause of recklessness spending", said Mr. Indra. A definite plan for saving and record-keeping of personal expenditures has been worked out in the Waterloo High School.

(Continued on page 25)



## Show Card Lettering Made as Easy as Writing

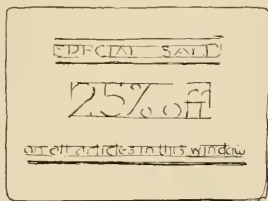
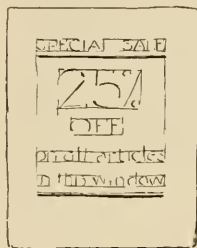
By MAXWELL L. HELLER, M. A., LL. B.  
Head of Art Department, Seward Park High School,  
New York City

### LESSON 4

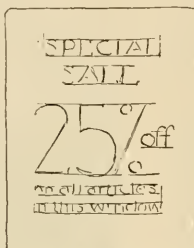
No doubt you have often picked up one of the popular magazines, as I have done, with more than half of its pages laid out with attractive advertisements, and have spent an hour just going

The first thing to consider in laying out a show card is the "copy". By copy is meant the words, etc., that compose your card.

Carefully plan in your mind what you wish to say. Write out the sign



*Make several thumb nail layouts of your copy, and work up the best one*



through the ads. They are fascinating. Each one is different from the next—each one is as attractive as it possibly can be.

Haven't you often wondered at the ingenuity of the men who get them up? Not only because of the clever "copy", but because of their attractive appearance.

Now what is it that takes your eye first in a show card or page advertisement? It isn't the copy—because you really don't see that first. It's the card as a whole—its arrangement, the placing of the picture and the various other elements that go to make up the card.

It's the fellow who gets up the arrangement of the ad or the "layout", as it is called, who is the high priced man, not the man who does the lettering.

The reason that professional signs have that well arranged appearance, where everything seems comfortable and in just the right place, is because the artist or letterer plans the entire sign before he works up any part of it. He has a mental picture of the whole sign before he begins. He does not work like most amateurs do, who begin by ruling two lines somewhere near the top and then proceed to letter, and so on, only to find that they haven't room to get in all their copy. Such work always shows that it was not well planned.

It is the layout that determines the appearance of your card.

It may be truthfully said that a sign that is well arranged in its elements will not suffer much even from lettering that is not so good. So it is well to learning something of the principles of arrangement.

in as few words as possible. Sentences are not used in small signs. Arrange it in lines as you wish it to appear in your sign. Decide now what element is most important. That is the one to which you should give most prominence and emphasis.

### How to Emphasize a Word

The following are a few tricks to emphasize a word or a phrase on your card:

1. Increase the size of the type, namely, height and width.
2. Increase the thickness of the type.
3. Change the style. Use all capitals.
4. Change the color.
5. Place it in a large white space so that it stands alone.
6. Use decoration in connection with it.

In our illustration we made three small layouts. We might have made many more.

It is a good idea when you are planning a sign to make a few of these sketches, and to work up one that looks best. Note that these sketches are made free hand, that blocks are drawn for the letters, and that the letters are merely suggested. Even though they have been done only roughly, you get a very accurate

idea of how the sign will look when finished. In this way you will save much time and material.

### How to Make the Layout

After you have arranged your copy in lines as suggested above, you will know whether to arrange for an upright sign or a broad sign. If you have long lines and few of them, arrange your work horizontally or broadwise; while if they have many lines, it would be better to arrange for a tall oblong.

In order to make sure that our sign will not crowd the paper, let us arrange for the outside margins first. Let these be generous. Do not use a ruler while you are planning. Work very lightly and rule up the plan when it is all laid out.

In marking off the margins, remember that the bottom margin is always the widest. The side margins should be equal to each other and about as wide as the top. (In a vertical sign the top margin may be slightly wider than the sides; while in a horizontal or broad sign, the top may be narrower than the sides.)

Now draw a line down the center of your card. Draw blocks to represent each element or group of words. Be careful to make each large enough to "take" the letters of the words or groups for which it is planned. Do not do any lettering until you have blocked in the entire sign. See that each line of lettering is properly centered.

The design which you thus make will determine largely what your sign will look like. This is the time to make changes in the layout.

The important thing for you to know before you actually draw the letters is, whether the word will fit into the block you have provided for it, and how wide

1 2 3 4 5  
6 7 8 9 0

GOthic FIGURES

1 2 3 4 5  
6 7 8 9 0

ROMAN FIGURES

\$2.49  
\$2 49

Fig. 2. In lettering a price, make the dollar sign and the cents half the size of the dollars. It is not only clearer, but makes the amount look smaller. Compare the above.



to make your letters so that the word will fit exactly.

The thing to do to determine this is to "feel" for the letters in the space, that is, mark out lightly the width of each letter, at the same time only suggesting the shape. Give absolutely all of your attention to the study of the widths of the letters and the spaces between them. Remember what we learned in the lesson on spacing, that all letters are not the same width nor are the distances between the ends of the letters equal. It is the areas of the spaces between the letters that we must equalize.

Do not space out the letters with dots, but suggest the shapes directly.

This "feeling" for the spacing of letters should be done quickly. Work lightly to make it unnecessary for you to use a rubber. You can judge before you have done half the line of blocking whether you will come out all right, whether your letters are too broad or too narrow. When you know what your trouble is, respace right over your work without rubbing out your first efforts. In fact, your first trial, if left on the card, will assist you in making the necessary corrections. If you work lightly you will have very little need for a rubber, and will acquire the habit of working freely and rapidly.

Never use a ruler to make your letters. You cannot space properly with a ruler.

Finally, remember that the layout is the design of your sign, and just as the design of clothes, furniture and everything determines its appearance, so the layout of your sign is the big thing, not the details of the lettering. You cannot spend too much time on the layout.

## How to Make Price Cards

Study the figures in the illustrations. Note that there are two series, one for the Gothic lettering, and another for the Roman. Practice making these figures till you know them. In making a price it is better to make the dollars large, and both the dollar sign and the cents smaller. It makes the price readable at a glance, besides making it look like a smaller amount. See the difference between the \$2.49 lettered both ways in the illustration.

## To Make Large, Thick Letters and Figures with the Pen

Use the bigger pens. By placing one or more strokes alongside another as we did in making the Roman alphabet, we can make a letter or figure as thick as desired. In these heavy letters and figures and letters, remember that, though the parts are thickened, the shape as a whole is no different from the single stroke letter or figure.

Let us suppose you want sixteen price cards for interior displays. You can cut sixteen cards  $5\frac{1}{2} \times 7$  from a sheet of cardboard  $22 \times 38$ , which is a standard size. This card is therefore called one-sixteenths.

First divide your card with a pencil into two parts. Now divide these halves into quarters, and the quarters

into eighths, and the eighths into sixteenths, giving you sixteen cards, each  $5 \times 7$ .

A good method of ruling so that all the cards will be lettered uniformly is to make a block layout on a piece of stiff paper the size of the price card. Cut out these spaces or blocks with a sharp pen knife and you will have a stencil ready for use. You then place your cut-out on each card, and trace the blocks. Now sketch in the words and figures in the spaces provided for them. Carefully ink your sketches and you will have sixteen uniform cards.

## SPECIAL SALE

25%  
OFF

on all articles  
in this window

Fig. 3. One of the thumb nail sketches of Fig. 1 worked up into a show card.



ARTHUR P. MEYERS

Mr. Meyers of York, Pa., gave us a pleasant surprise in the form of a cover page and other specimens of his engraving which appear in this issue. Mr. Meyers is a young man of high ability and no doubt we shall see more of his work from time to time.

Some very fine ornamental penmanship has been received from W. J. Tittler, Stoneboro, Pa. His quality of line is very delicate and his shades are snappy.

## ADVERTISING LITERATURE EXCHANGE DEPARTMENT

In this department we shall publish, free of charge, the name and address of business colleges or other schools teaching commercial subjects that are willing to exchange catalogs, circulars, school papers, or advertising matter with other schools.

See what other schools are doing and let them see what you are doing.

- Montana Business Institute,  
A. H. Dixon, Pres.,  
MILES CITY, MONT.
- Draughon's Practical Business College,  
G. A. Meadows, Pres.,  
Majestic Building, SHREVEPORT, LA.
- Coney Island Preparatory and Business School,  
G. Robinson, Dir.,  
1300 Surf Ave., Coney Island, Brooklyn, N. Y.
- Southwest Business University,  
F. Clements,  
LIBERAL, KANSAS.
- Charlottesville Business College,  
C. H. Nixon,  
CHARLOTTESVILLE, VA.
- United Business College,  
P. G. Butler, Prin.,  
Victoria Hall, St. John's N.F.L.D., Canada.
- The Armstrong Schools of Business,  
BERKELEY, CALIF.
- West Virginia Business College,  
T. B. Cain, Pres.,  
CLARKSBURG, W. VA.
- Behnke-Walker Business College,  
J. M. Walker, Pres.,  
PORTLAND, OREGON.

## MENTAL MEANDERINGS

(Continued from page 17)

keenly fascinating mental interest. The working out to completion of a cleverly constructed cross-word puzzle, such, for example, as those now appearing in "Judge", is a most intriguing mental pastime, even when one is working alone; and when the problem is tackled by three or four clever people, the cross-fire of competing wits becomes fairly dazzling.

But the benefit, unlike that of most other games, does not end with the fun. Anyone who engages in these vivacious word contests, quickly finds that his knowledge of words is being broadened and that he is learning the meanings of scores of useful words that he never heard of before. It is safe to say that there has been more study of the dictionary since cross-word puzzles came in than there has been in this country during the previous twenty years. These cross-word fans are not only growing into a knowledge of synonyms, but they are learning what a dictionary is really for, and are getting "up" in spelling and pronunciation as they never were before. Any kind of language study is good for all of us, because language is more closely associated with mentality than any other thing in human life. But because language study, as it is presented in the schools, is, for the most part, a dull affair, a good many of us, during our school days, manage to shirk it. But when language study is made over into a game so fascinating and absorbing that millions of us will gaily spend hours and hours at it, there will be a different story to tell. Here's hoping long life for the "cross-word tad", which, by the way, is not a fad at all, but a real educational discovery that is more important than most folks realize.





## A GIRL OF ACTION

(Continued from page 15)

reception room, but connected by telephone and buzzer with the desk of the elder Von Heusen in the private office.

Eleanor kept herself in condition in the gymnasium of the Y. W. This was a splendidly equipped gym and Eleanor was one of the best of those who practiced there, for her early training with the girl scouts, basketball team and things of that kind had given her finely developed muscles; and she was an excellent fencer, an exercise she had taken up since she came to the city. A French fencing master skilled in the use of the foils came around to the gym every week where he had a class of athletic young women who liked to hear the swish and the grind of the steel as the narrow blades clashed together. She kept up her pistol practice too, for at the very beginning of her duties Mr. Von Heusen got a permit for each member of his office force to carry a pistol, and Eleanor had in the drawer of her typewriting desk a small but very business-like five-shot automatic and with this automatic at ten paces she could generally—if she hit them—shoot the spots out of the five diamonds from a pack of cards.

The city of Chicago was never noted as an especially orderly place. It always abounded in thugs and strong-arm men, and with the coming of the automobile, there developed a spirit of lawlessness that didn't hesitate at any means of getting easy money. Hold-ups of bank messengers, paymasters, gambling house visitors were an everyday occurrence. Most of these robberies were carried out by very young men, a good many of whom had learned to look on death with absolute indifference since they came back from the great war. If any resistance was shown, they didn't hesitate to kill, and the city of Chicago, in this third year of Eleanor's business career, furnished more murders than England, Scotland and Wales all put together, with France thrown in for good measure. The bootlegging industry, one of the most profitable, had developed hijackers, and killings between rival gangs of bootleggers and hijackers were of every-day occurrence. It is no wonder that under these circumstances the Von Heusen's felt some uneasiness and as far as possible concealed the fact that they had anything of value about their modest suite of rooms. The small safe was fire-proof and burglar-proof, except by the use of explosives, and every night the safe was connected with a burglar alarm which would ring up a neighboring police station if it was tampered with. Young Von Heusen took most of the valuable unmounted stones with him. You can easily carry a hundred thousand dollars worth of these unmounted jewels in an ordinary pocket-book that can be carried, out of sight, in a special pocket made in a business coat or overcoat. Some of the Russian jewels, mounted, like tiaras, necklaces, bracelets and so forth, were kept in the safe which was locked, until the office was vacated at five and sometimes at

six o'clock. Eleanor generally went home at five, while the elder Von Heusen remained a little later if his son had not returned. The jewels were then locked up in the safe, but in view of the many robberies that had taken place—one, an especially sensational robbery of a jewelry store—they were already talking of taking these jewels to a safe deposit box every evening. They had not fully decided on this point when an incident happened which made them make a quick decision.

### The Strong-Arm Men

It was a Friday afternoon in late November, The Von Heusen's expected a large business for the Christmas Holidays and young Frederick Von Heusen had taken out that day a much larger than usual line of samples of diamonds, rubies, sapphires, emeralds, pearls and other fine jewels. There had also been received by latest steamship from Hamburg, some superb specimens of Russian antique jewels purchased by the Amsterdam house and sent over to young Von Heusen to sell on commission.

There were nearly a quarter of a millions dollars worth of jewels, mounted and unmounted, in the powerful little fire and semi-burglar proof safe and in the large sample case which Frederick carried in the special inside pocket of his overcoat. It was already time to close. The big clock on the city hall tower had struck the hour of five some time before young Von Heusen came in and ran up the single flight of steps to the suite of rooms occupied by himself, his father and Eleanor. Eleanor had retired to the small office, whose door was hidden by the portiere, and apparently there was no one in the office except the elder Von Heusen who unlocked and swung open the door of the safe as he saw his son enter from the hallway, ready to deposit in the safe his sample book.

"You're a little late, Frederick," said the old gentleman.

"Yes, it's been a busy day. I've taken some fine orders and am to deliver a good many more within the next week."

"Really," said the old gentleman, "we are carrying too many of these jewels here. It is high time that we secured a safety deposit box in one of the big banks and took them there at least over Sunday."

"Yes, that's so, but we can't do it tonight, so just put these in the safe. I suppose Eleanor's gone home, hasn't she?"

"I think she's still in the office. You know she is getting out a special letter about those Russian jewels to send to some of the very wealthy people who may be interested in them."

Eleanor heard these words through the partly open door behind the portiere, for she heard young Von Heusen as he came in and at the same moment she heard an automobile draw up to the curb just opposite to the entrance doorway to the staircase and, instead of shutting off power, she heard the panging of the engine which showed that a powerful motor car was waiting with speed. Then there came a quick hurry

of footsteps on the stairway and three men burst into the outer office to the astonishment of the two Von Heusen's. They didn't stop for anything. There was no "Hands up!" about it, but with the heavy barrel of a German army pistol the foremost of these men struck down young Frederick, while another hurled the old man, a huddled heap, with a powerful blow of his fist back into the corner of the second room where he was busy with the open door of the safe waiting to put away the jewels in the sample box of his son. The third man stood in the doorway facing the stairway with a heavy automatic ready to prevent any assistance from that direction.

### A Girl of Action

And then Eleanor went into action. She had heard the panging of the powerful motor car outside, the hurried rush of the three men up the stairway, the startled cry of the surprised Von Heusen's and the heavy fall of the bodies as the old man and his son were struck down by the robbers. Now, Eleanor was very much alive. It didn't take her all the afternoon to make up her mind what to do. She snatched from the drawer of her desk the small but business-like automatic, threw open the door to the outer office, flung back the portiere, and, like an avenging goddess of war, confronted the thug who had seized the sample case of Frederick Von Heusen. He reached for his pistol but a spurt of flame from the hidden doorway of the inner office leaped at him and caused him to utter a howl of agony, whirl swiftly around and drop the sample case, while another shot spattered with lead the face of the second robber who was bending over the open door of the safe ready to loot its contents. The bullet struck the steel door within an inch of his head and sent a hot spatter of lead directly into his face and he was not interested in that safe any more, for another bullet nicked his ear as he made a dash for the head of the stairway, where already the guard, hearing the pistol shots and seeing his comrades going right away from there, decided that he had better join the procession and rushed down the staircase, leaped into the waiting automobile, helped in his wounded comrade whose wrist was shattered by the first shot, waited a second for the third looter and the auto fairly leaped, as the chauffeur stepped on high and went out of that street with a total disregard for speed laws, just as the police alarmed by the shooting came pounding up to see what was the matter. Neither of the Von Heusen's were fatally injured although Frederick had a nasty gash on the top of his head and his light yellow hair was stained a bright crimson, while the old man had a swelling on his jaw where the heavy fist of the second outlaw had raised a big lump. The jewels and the contents of the safe were intact. It is needless to say that the Von Heusen's, father and son, were both very glad that Eleanor hadn't gone home at five o'clock.

(Continued on page 30)



## NATIONAL COMMERCIAL TEACHERS FEDERATION (Continued from page 21)

### Intelligence Testing

A. H. Hellmich, Grover Cleveland High School, St. Louis, Mo., gave an interesting report on "Intelligence Testing and its Significance to Commercial Teachers". A comprehensive program in intelligence testing is being worked out at the Cleveland High School. General discussion was participated in by F. Y. Fox, L. D. S. Business College, Salt Lake City, Utah, W. M. Dowden, Lansing Business University, Lansing, Mich., and J. H. Thomas, New Albany High School, New Albany, Ind.

A paper on "Characterology", prepared by C. E. Wade, South Dakota School of Business, Watertown, S. Dak., was read by Bruce Gates, Gates College, Waterloo, Iowa.

### Checking Up On Ourselves

Earl W. Atkinson, Fifth Avenue High School, Pittsburgh, distributed a suggestive self-rating chart for commercial teachers. The title was "Let's Check Up on Ourselves" and Mr. Atkinson divided the suggested checking into the following divisions: (1) Education; (2) Teaching Experience; (3) Business Experience; (4) Commercial Subjects You Have Taught; (5) School Activities; (6) Adaptability and Tact; (7) Health and Personal Appearance; (8) Executive Ability; (9) Value to Your Community; and (10) Professionalism.

### Public Speaking

James E. O'Brien, Moorcroft High School, Moorcroft, Wyo., gave an eloquent plea on the subject "Public Speaking—Its Relation to Commercial Education". "Commercial Education", said Mr. O'Brien, "is to instruct students in the fundamentals of business, and to give them the ability to do constructive commercial thinking, while public speaking will enable the student to impart his thoughts which otherwise his generation and posterity might lose".

The Business Round Table closed its program on time.

### Shorthand Round Table

#### Retiring Officers:

Chairman.....Miss Jane E. Clem  
Whitewater State Normal School,  
Whitewater, Wis.

Secretary.....Miss Rutheda A. Hunt  
Evanston Township High School,  
Evanston, Ill.

#### New Officers:

Chairman.....Miss Gertrude Beers  
Nebraska School of Business, Lincoln, Nebr.  
Vice-Chairman.....W. H. Howard  
Office Training School, Columbus, Ohio  
Secretary.....Miss Rosella Butler  
Springfield, Ill.

At the Monday session an interesting report was presented on "Factors Predetermining Success in Typewriting", by Miss Minnie A. Vaora, Cleveland High School, St. Louis, Mo. Dr. W. F. Book, University of Indiana, Bloomington, Ind., spoke on "The Application of Psychology to the Teaching of Typewriting". Round table discussion was led by C. M. Yoder, State Normal School, Whitewater, Wisconsin.

On Tuesday afternoon, Mr. W. H. Howarw, Office Training School, Columbus, Ohio, gave a talk on "My Day's Work—How It is Planned and Carried Out", and Miss Eleanor Skimin, Head of Shorthand Department, Northern High School, Detroit, Mich., talked on "Tests and Awards in Shorthand". The round table discussion was led by Miss Gertrude Beers, Nebraska School of Business, Lincoln, Nebr.

The two papers on Wednesday's program were: "The Correlation of Advanced Shorthand with Secretarial Work" by Mrs. Pearl Crosswhite, Littleford School, Cincinnati, Ohio, and "The Correlation of Secretarial Work with Accounting", by Miss Anna Mitchell, Fugazzi School of Business, Lexington, Ky. E. W. Atkinson, Fifth Avenue High School, Pittsburgh, Pa., led the round table discussion.

In later issues we shall publish some of the addresses given at the Federation, also other photos of officers and speakers.

## OBITUARIES

The penmanship fraternity will regret to learn of the death of Mr. A. McMichael of Lexington, Ky. For many years Mr. McMichael has been active as a professional penman and in the teaching of penmanship. Specimens of his skill can be found in the scrap books of many collectors of fine penmanship.

Mr. McMichael was in his fifty-third year, and lived in Lexington practically all of his life.

He is survived by his wife, three sons and three daughters.

Mr. McMichael attended the Zanerian College of Penmanship, Columbus, Ohio, in 1895.

Our sincerest sympathy is extended to the members of his family who survive him.

\* \* \*

The many friends of R. E. Wiatt, Supervisor of Penmanship and Assistant Superintendent in the Los Angeles, California, Schools, will regret exceedingly to learn of the death of his wife, Mrs. Nellie Fletcher Wiatt, on Tuesday night, January 27, 1925. We know that all of the teaching fraternity who are acquainted with Mr. Wiatt or know of his work will extend their sincerest sympathy in his great loss.

Mrs. Wiatt had been ailing for some years past and the end came while she was visiting with her sister and taking medical treatment.

\* \* \*

From F. W. Martin we recently learned of the death of Ben Kupferman, the engrosser of Boston. Mr. Kupferman was formerly employed as an engrossing artist in the Martin Studio. After leaving there he entered business for himself and succeeded in building up a profitable trade. He specialized largely in Jewelry Price Tickets.

Mr. Kupferman attended the Zanerian College of Penmanship, Columbus, Ohio, in 1902. He leaves a wife and several children, with whom we sincerely sympathize in their loss.

*W. B. Bardett* *A. M. Pearson*  
*J. C. Osmon*  
*E. A. Boyman* *W. A. Kincaid*  
*A. W. Simpson*



## LET'S CHECK UP ON OURSELVES, COMMERCIAL TEACHERS

By Earl W. Atkinson, Fifth Avenue High School, Pittsburgh, Pa.

[This outline, which was handed to each member of the National Commercial Teachers Federation, caused so much comment that we decided to pass it on to other commercial teachers to think about.]

### 1. Education:

- A. Hold a University degree, now taking Graduate work.
- B. A University, and also a Private School graduate.
- C. A 2-Year Normal School, and a Private School graduate.

### 2. Teaching Experience:

- A. Over five years of teaching experience.
- B. Between two and five years of teaching experience.
- C. Less than two years of teaching experience.

### 3. Business Experience:

- A. At least two years actual business experience, and at present a member of some business men's organization.
- B. Two years' business experience, or membership as above.
- C. No business experience, and no membership as above.

### 4. Commercial Subjects You Have Taught:

- A. An authority on the majority of commercial subjects. Can do better work by actual demonstration than you require of pupils.
- B. Can teach several commercial subjects successfully, if necessary.
- C. Can handle but one or two related commercial subjects.

### 5. School Activities:

- A. Take an active interest, and act as an adviser for at least one School activity.
- B. Attend School activities only when you have nothing to do which you consider more important.
- C. Do not take much interest in School activities in general.

### 6. Adaptability and Tact:

- A. Ability to adjust yourself to unusual class conditions. You love your work, and make it a point to understand your pupils.
- B. Not sure of your ability under trying conditions. Frequently have trouble with discipline.
- C. Turn most of your problems over to the office to settle. Not a good arbitrator. Standing not quite as high as an academic teacher.

### 7. Health and Personal Appearance:

- A. Take regular exercises to keep "fit". Clean-cut in dress, living, habits, and manners. Always full of pep. Strong personality.
- B. Often neglect your health, though you know better.
- C. Generally tired-out. Not much pep. Weak in personality.

### 8. Executive Ability:

- A. Have a reputation for doing things. A natural leader. Show interest in entire school, outside as well as when on the job. Aim to be among the few leaders of our profession.
- B. Not always called upon when responsible work is to be done.
- C. Merely an average class-room teacher. Satisfied with your present conditions and results. Willing to follow the crowd.

### 9. Value to Your Community:

- A. Known throughout the community as a "Live Wire," a willing worker, a helper in social and religious work. Incidentally, you have a saving account in the bank, and liberal Life Insurance.
- B. Your advice is not often asked. Your reputation is little known outside of the school. Incidentally, you have a checking account as well as Life Insurance.
- C. Not an active outside worker. Known little even in school circles. Not much of a saver, however, your salary generally meets your expenses.

### 10. Professionalism:

- A. Believe you are in the best profession. A member of the N. E. A. Show interest in general educational topics. Attend the N. C. T. F. or the State Association every year without fail. Have held office or been on the program within the past two years.
- B. Not a regular attendant at Commercial Teaching gatherings. You probably subscribe to several commercial publications, but never contribute any articles.
- C. Live to yourself and your job exclusively. Attend Commercial Teacher gatherings once in a while, but would rather take your vacation in some other way. Care little for what the other fellow is doing.

### Grading Scale:

- No. A under each heading gives 10%.
- No. B under each heading gives 5%.
- No. C under each heading gives 3%.
- My grade for 1924 is.....%
- My grade for 1925 will be.....%.

17<sup>th</sup> January 1925.  
 I Promise to pay Tea Fields — or order  
 Seven Hundred Fifty ..... Rocks  
 Witness my hand  
 \$7.50<sup>00</sup>  
 Certainly





## Position for Writing

By C. S. GILBERT

Director of Penmanship, State Normal School, Mansfield, Pa.

A good position is very important. Little progress can be made otherwise, besides it promotes good health. The entire body should be relaxed as much as possible. Let the feet rest in a comfortable position, preferably flat on the floor. Sit close to the table but do not lean against it. Incline the body at the hips with the head drooping slightly to bring the eyes at a right angle to the paper. Sit directly in front of the table with the arms resting thereon at right angles to each other, letting the weight of the body rest on the left arm. The left hand is used to hold and move the paper, while the right arm is kept free for writing, and should sustain only its own weight. The elbow of the right arm should project over the edge of the table about half an inch. Move the paper forward as you proceed down the page, that the right arm may remain in a good writing position. The arm should be quite free from covering, and what there is should be loose. The large muscle of the right forearm serves as a ball bearing over which the hand is moved back and forth in every direction in writing. The little finger serves as a support for the hand. Do not let the wrist or fleshy part of the hand touch the desk. The penholder should press against the second finger at about the root of the nail with the thumb pressing flat against it. The first finger should fall lightly upon the holder, forming a natural arch. Do not grip the penholder. The fingers must not be allowed to move if you expect to succeed. The penholder should be held at an angle of about 45 degrees,

pointing somewhere between the elbow and the shoulder, depending somewhat on the individual. The paper should be directly in front the body at an angle of about 45 degrees. A few minutes' study of the illustration will make it easy for you to assume the correct position of body, arms, pen, paper, etc.

C. S. Gilbert, a native of Iowa, received his education in the Kearney, Nebr., State Teachers' College, the University of Nebr., and the Teachers' College, Austin, Texas, receiving his B. Ped. degree from the latter institution in 1914. Mr. Gilbert first taught in the rural school, then Principal of the Village schools, and later was City Superintendent in Nebraska for twelve years. As a school administrator his work was of high rank.

Mr. Gilbert's services are in demand as an instructor in County Institutes, having lectured on School Management, Penmanship, and Public School Art in five different states.

Mr. Gilbert has been interested in penmanship for some time, and in the fall of 1923 he accepted a position as Supervisor of Penmanship and Art in the City Schools of Atlantic, Iowa. The following spring he was re-elected to this position at about double the salary he had been receiving, but he accepted his present position as Director of Penmanship in the Mansfield Normal School, as it seemed to possess greater possibilities.



C. S. GILBERT

## CARDS Neatly Written

By

OLIVER P. MARKEN, 1816 Buchanan St., Topeka, Kans. Ornamental, 25c per dozen; Script, 35c per dozen; or send 30c for sample dozen of both styles mixed.



LEARN AT HOME DURING SPARE TIME. Write for book, "How to Become a Good Penman," and beautiful specimens. Free. Your name on card if you enclose stamp. F. W. TAMBLYN, 408 Ridge Bldg., Kansas City, Mo.



Mr. Gilbert writes a very strong business hand. The above is an example of his ornamental penmanship.



## NEWS NOTES

A very fine and generous package of specimens has been received from F. E. Persons, Buffalo, N. Y. Among the specimens was one written by Mr. Persons forty years ago.

Mr. Charles Madeira, principal Horseheads, N. Y., High School, with an experimental class in penmanship of seventeen pupils secured eleven Zaner Method High School Certificates. This speaks well for Madeira's teaching.

The Third Interscholastic Contest in Commercial Subjects will be held at the Western Illinois State Teachers College, Macomb, Ill., May 2, 1925. Address D. C. Beighey, Contest Manager, Macomb, Ill., for details.

"Commercial Occupations" is the title of a bulletin just received from the Bureau of Education, Washington, D. C. It is a report of the fourth commercial education conference held under the joint auspices of the United States Bureau of Education and the Vocational Education Association of the Middle West, St. Louis, January 16, 1924, prepared by Glen Levin Swiggett. A copy of this bulletin, Commercial Education, Leaflet No. 9, may be secured by sending 5c to the Superintendent of Documents, Government Printing Office, Washington, D. C.

We acknowledge receipt of a calendar containing a design including bird flourishing, lettering and pen drawing, prepared by J. G. Harmison, instructor, commercial department, Geneseo, Illinois, Township High School.

The calendar is printed in green and white, which are the school colors.

Mr. Harmison reports that he is now sixty-five years young, although there is nothing in his penmanship indicative of age, unless it is the mature judgment shown in the design and general arrangement of the calendar.

We congratulate Mr. Harmison on the fact that he is able to hold his skill with the pen so nicely.

## FINE WRITTEN CARDS

You will be pleased with your name written on 12 cards in my dashing ornamental style for only 25c. Geo. W. Reed, Penman, 139 S. Cleveland Ave., Canton, Ohio.

**H. J. WALTER**, 222 Portage Avenue, WINNIPEG, CAN.

## WESTERN CANADA'S MASTER PENMAN

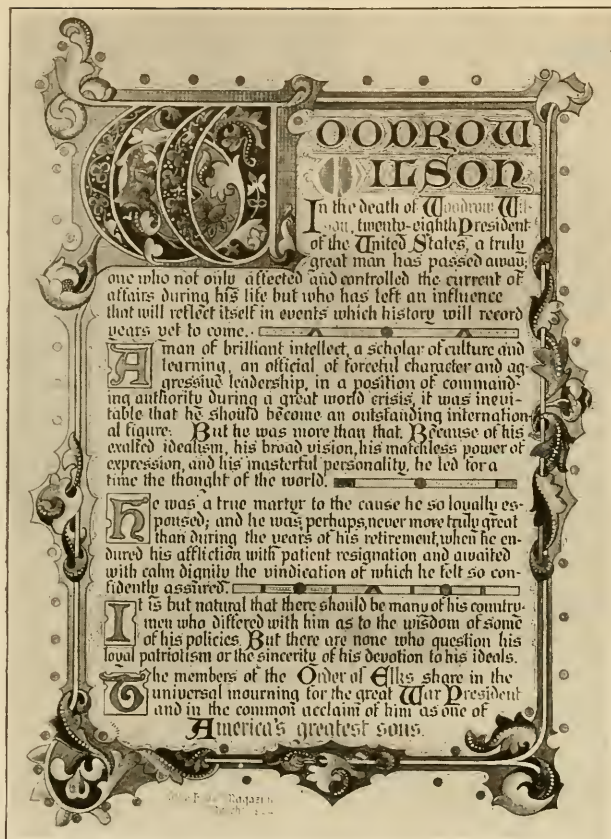
Will send you two pages of the finest combination ornamental signatures, business capitals, etc., ever produced in Western Canada .....\$0.50  
Set of business capitals and a forgery proof signature of your name..... .20  
3 dozen Visiting Cards..... .100  
Samples of Penwork..... .20  
No Free Specimens

## Your Name in Ornamental

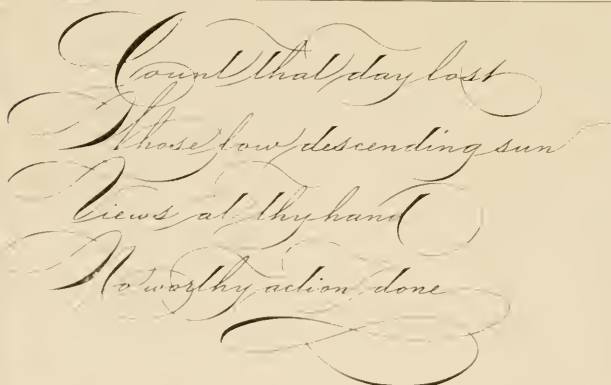
1 dozen cards.....35c  
A Bird Flourish.....50c  
Send 15c for samples of your name.

Satisfaction guaranteed or your money refunded.

**J. R. McALLISTER**, STRUHERS, OHIO



We consider this one of the finest pieces of engraving Mr. P. W. Costello of Scranton, Pa., has contributed for many months. It is worthy of very careful study.



By Rene Guillard, Evanston, I.I.



## DESIGNING & ENGROSSING

E. L. BROWN  
Rockland, Me.

Send self-addressed postal for criticism, and stamps for return of specimens.

**Wash Drawing and Tinting** We present a study of cupids and roses and other decorative material useful for designers and engrossers. The light and shade in this design was first layed off in pencil with special attention to masses, arrangement and balance. There is much careful drawing in the cupids. Note carefully their position in the design and the curves outlining their bodies. The large wreath at top and the oval below should be centered. Outline scroll work with care but in drawing roses and leaves aim simply for masses and general form without detail.

After completing the pencil drawing you are ready for the wash drawing. Payne's grey, lamp black and crimson lake mixed in proper proportions will produce a very pleasing tone, but lamp black alone is satisfactory for drawings intended for engraving.

For the deepest tones the color is mixed with more body. First outline entire design with a pen filled with pale color, and when dry erase all pencil lines. Fill your brush with color, start at top, moving color downward in a puddle, carefully outlining cupids, roses and wreaths. This wash will tend to give you your bearings, but in order to obtain the proper depth of tone on lower half of design repeated washes will be necessary. The cupids, roses and wreaths should be delicately tinted, to produce an effective contrast to the leaves and background. Note the unevenness in the background tones, and the atmospheric effect it produces, especially to the left of the falling wreath. Use a free brush and work rapidly to insure best results. You can use this design as a whole or in part on engrossed resolutions or testimonials. Try your hand at designing adapting parts of this design and let us see your work. All work will be returned when stamps are sent for the purpose with criticisms and suggestions.



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**F. E. PERSONS** Penmanship Specialist  
408 Forest Ave., BUFFALO, N. Y.  
The Finest Gloss Ink; 1/4 pt. \$1.00. Checks rec'd. Cards, fancy or engraved style, 50 linen finish, 30 cents. 50 Plate w'dg, all sizes. \$1.10; 30c dozen, no circs.

**100 Calling Cards \$1.**  
WITH A BOOKFORM CARD CASE  
FINE QUALITY 400 OR LINES FINEST SCRIPT OR OLD ENGLISH STYLE  
SATISFACTION GUARANTEED OR YOUR MONEY REFUNDED. SEND TODAY  
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Engraving, Engraving, Printing  
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*P. F. Hawball*

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## A GIRL OF ACTION

(Continued from page 24)

There was a mad chase of police automobiles through the crowded streets of the South Side, but it is difficult to catch an expert driver in a high-power machine especially stolen for the occasion, and they never caught the four handits who had so nearly succeeded in looting the Von Heusen's safe. They had evidently tracked young Frederick for some time previous to the attempted holdup, and knew pretty well the lay of the land, but they hadn't counted on the small private office with the portiere concealing its door.

Eleanor was asked to attend a meeting of the father and son as soon as both recovered from the not-serious injuries of that rough and tumble afternoon, and the elder Von Heusen said:

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**Waists**, by Natalie Kneeland. Published by the A. W. Shaw Company, Chicago, Ill. Cloth cover, 149 pages. In as simple and brief a way as possible, this manual gives merchandise facts and data which are usually gained only through long experience in selling and handling waists. It shows the salesperson how to judge and explain values, describes the particular uses of each kind of material, differentiates between regular merchandise and sale merchandise, lists the fabrics, styles, and colors usually found in waists, and explains how the salesperson may be of real service by fitting the coloring and personality of the customer with appropriate colors and lines. The material is presented from the viewpoint of the finished product, since that is the angle from which the salesperson views her merchandise. The instruction included is practical, to the point, and arranged in convenient, question-and-answer form. In short, this book provides in a concise, usable style information which is essential to successful selling of waists. All information which is not of practical value to salespeople has been omitted.

**English Literature**, by Helen Hopkins Crandell. Published by Globe Book Company, New York. Cloth cover, 458 pages.

This little handbook makes no pretension to exhaustiveness or originality. It is written exclusively for the convenience of the student. That convenience it attempts to assure through these means: first, it furnishes such facts as will assist him to grasp the nature of any literary form he is approaching for the first time—an essay, a novel, a tragedy; second, it attempts to develop in him the historical attitude toward literature by tracing the origin and development of literary forms; third, it gives him, in connection with individual writers, the minimum of information necessary for understanding the special contribution of each to our literature; fourth, it supplies representative extracts from the work of as many authors as space will permit, with a view to stimulating his interest; and fifth, by listing several of the work of each author, it furnishes a basis for supplementary reading. It is hoped also that mature students may find the book useful as a means of rapid review.

**Exercises in Bookkeeping and Business Problems**, by Harold E. Cowan and Harold W. Loker. Published by Ginn and Company, Boston, Mass. Paper cover, 196 pages.

The exercises in this pad are carefully graded and designed for use in the first-year course in bookkeeping as commonly offered. Where it is desired to use the exercises in a different order from that given, their arrangement makes this easily possible.

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**Memoscript Concentrated Dictation Exercises**, by J. L. Cook and Son, Roanoke, Virginia.

These exercises consist of thirty-seven letters of one hundred words each, a convenient form for timing in shorthand speed practice. The words composing these letters, when arranged in alphabetical order, constitute a list of about 1221 words, which, by actual test, have been found to include 75% to 90% of the vocabulary used in the average business letter. Each letter consists of thirty-three words taken in alphabetical order from this selected list of most common words; the letter is composed by rearranging the order of the words and combining them with sixty-seven other words (which are also mostly words taken from the list) so as to form a fairly sensible composition.

**Principles of Auditing**, by Eric L. Kohler and Paul W. Pettengill. Published by the A. D. Shaw Company, Chicago. Cloth cover, 231 pages.

The authors outline clearly, logically the actual working procedure in making an audit of the various accounts of a business. Step by step, they explain just how the auditor proceeds in determining the financial condition and earnings of a business for its officers or directors, partners or stockholders, bankers or investors. Moreover, they fully describe the methods of the auditor in detecting errors of commission or omission, of a clerical nature or, most important, of principle. The authors show exactly how to start an audit and preparing the exhibits and certificates as well as preparing the text of the audit report. A complete set of working papers, obtained in an actual situation, with a related audit report, has been fully reproduced. In short, the audit is commenced and finished in the same volume.

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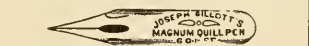
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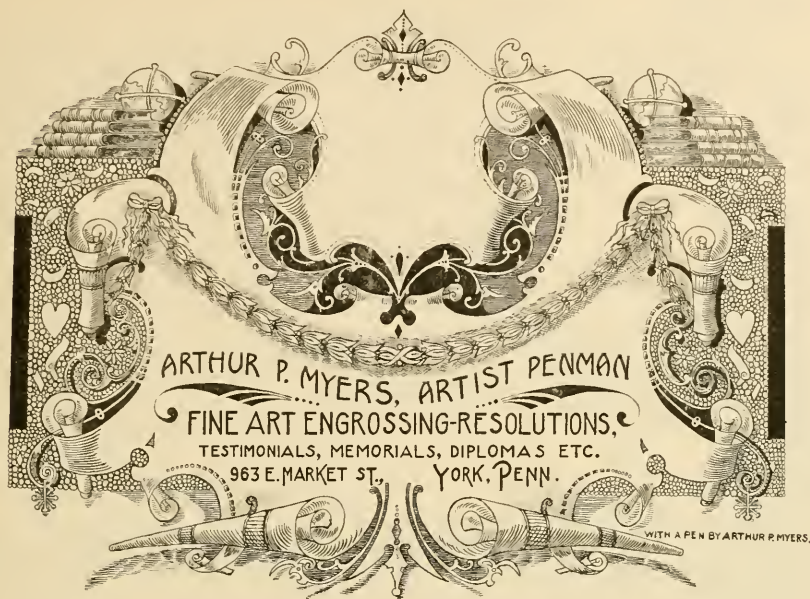
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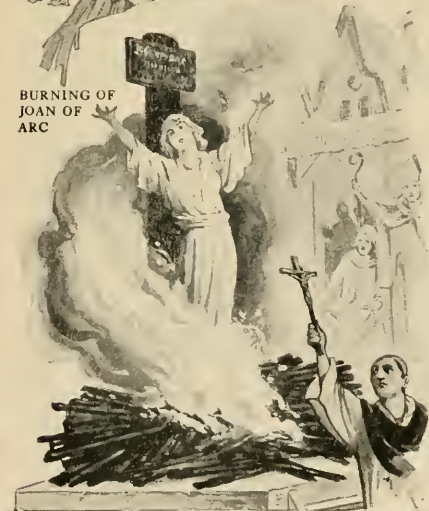
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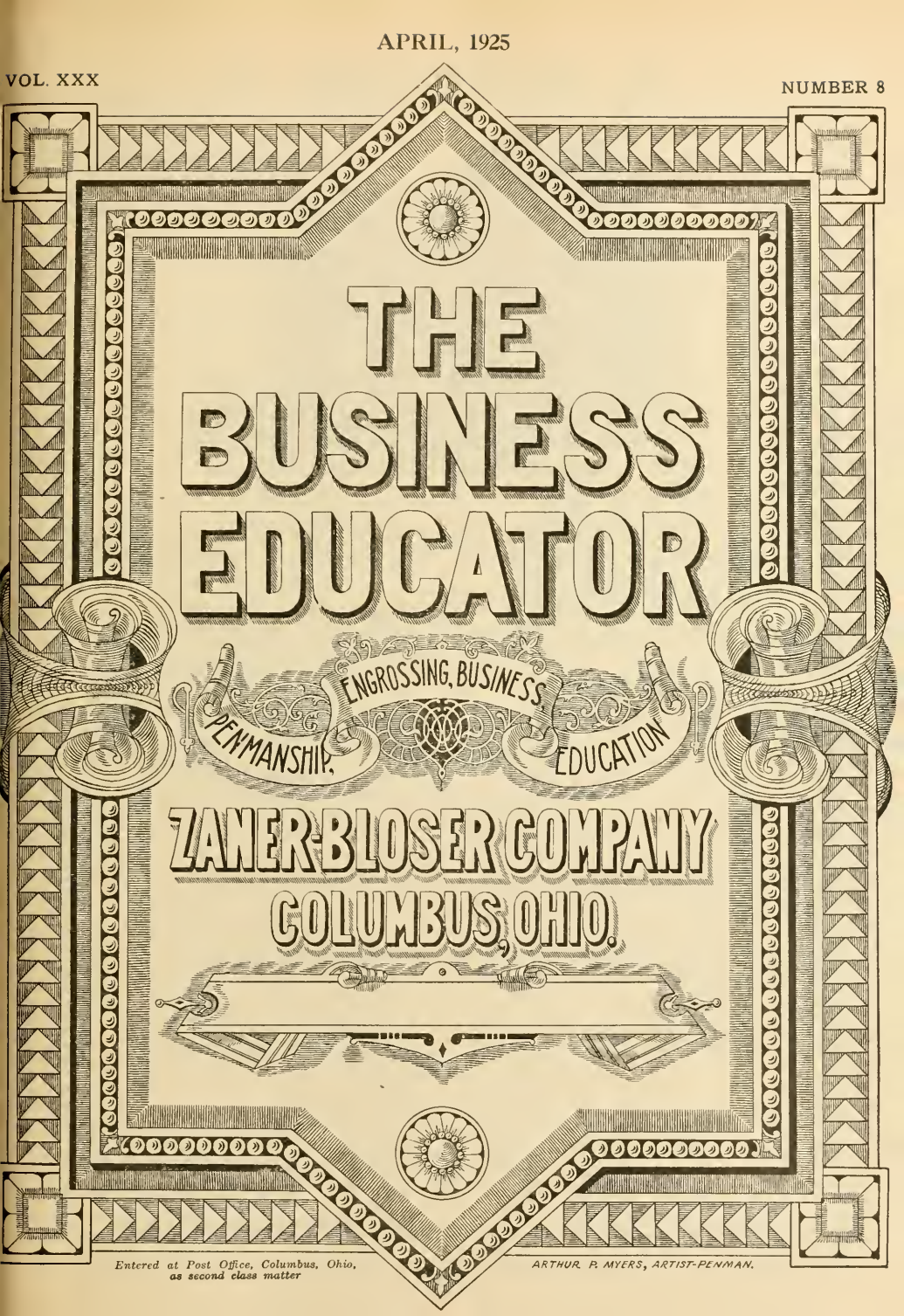
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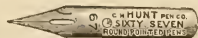
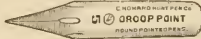
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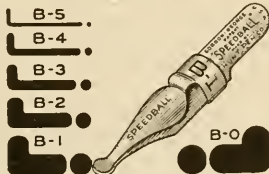
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# THE BUSINESS EDUCATOR

COLUMBUS, OHIO, APRIL 1925

VOLUME XXX

NUMBER 8

## ROUND TABLE PROGRAM

Penmanship Section, E. C. T. A. Convention, April 9-10-11, 1925

1. "Some observations about movement exercises and capitals," illustrated — C. C. Lister, Maxwell Training School for Teachers, Brooklyn, N. Y.
2. "Speed writing in reasonably good form," illustrated — F. B. Moore, Rider College, Trenton, N. J.
3. "The might of the pen in the hand of the master" — S. C. Malone, Engrossing Artist, Baltimore, Md.
4. "Individuality in handwriting," illustrated — S. E. Bartow, The A. N. Palmer Co., New York, N. Y.
5. "The development of ornamental forms in writing," illustrated — C. E. Doner, Littleton, Mass.
6. "A talk on engrossing," illustrated — H. W. Strickland, The Soule-Strickland Studio, Philadelphia, Pa.
7. "Cartoon Sketches" — De Mar of the Philadelphia Record, Phila, Pa.

H. W. Patten,  
Chairman, Penmanship Section.

[The convention is to be held in the thirteen million dollar Benjamin Franklin Hotel and promises to be a very lively meeting. Mr. Patten is planning to have a large exhibit of pen work, scrap books, specimens, etc. If you have any work which you can loan Mr. Patten write to him at 247 S. Juniper, Philadelphia, Pa. Join the crowd and have a good time.]

## LEFT-HANDEDNESS

Much has been written on left-handedness, but unanimity of agreement has not yet been reached by investigators of the subject. Some advocate breaking it in every particular as soon as it is manifested by the child. Others advise against breaking it, claiming that in breaking it parents and teachers run the risk of causing the child to become a stammerer or stutterer. Dr. W. S. Inman, a British

surgeon, after making a study of more than 1,000 cases, reports decidedly against breaking it in all cases. He states that if neither stammering nor stuttering develops the child may acquire the habit of eye squinting. The best way to cure cases of stammering or eye squinting, states Dr. Inman, where it is known that left-handedness has been broken up in childhood is to re-train the pupil in the use of the left hand. This method he states has proved successful in many cases, and there is a logical but hidden relationship between the two manifestations, left-handedness and stuttering. Speech, he claims, depends upon the integrity of the right side of the brain in left-handed pupils and in right handed of the brain. To change from left-handedness to right-handedness involves in some unknown manner gray matter of the brain which controls speech. Dr. Inman also states that in cases of eye squinting very few fail to reveal the existence of left-handedness or stammering in some near relative. Further he states that stammering has sometimes appeared to have resulted even from an attempt to make a right-handed pupil use both hands equally well. It is a common thing to hear that a squinter has been a stammerer or a left-hander in childhood. Although this discovery by Dr. Inman is comparatively a recent one, he thinks there is much to be learned concerning the exact cause of these relations between habits.

In handwriting left-handedness is probably more noticeable and awkward than it is in anything else the pupil is called upon to perform. Teachers are, therefore, often perplexed to know what to do with their left-handed pupils, for few of the teacher training schools in this country in-

clude instruction in this subject. Teachers wish to do their best by such pupils, but what is the right thing to do? If she attempts to break the habit she fears worse results may follow. If she does not attempt to

(Continued on page 19)

## "HOW I MADE \$10"

Did any of you students ever make ten dollars or more? If you did, here is your chance to make some more money.

Tell us how you earned the money. If you were an employee, tell us how you found the job, what you did, and what you learned, as well as what you earned.

If you made something and sold it, tell us where you learned how to make the article, where you secured your materials, and how you sold your product.

If you were a salesman, tell us how you found the article to sell, how you composed your selling talk, and what success you have had.

We want to know how you earned money. Don't tell us how you found it, or how you received it as a gift. Then more common-place the method the better.

For every true story of this kind that we can use, we will pay \$2 or more. If the article contains more than 200 words, we will pay one cent a word up to 500 words. The editor reserves the right to edit your manuscript, and we will pay for what we print.

At least three of these stories will be printed in our June issue, if we can get that many good ones. If we receive more good stories than we can print in the June issue, we will buy them for September.

Let's hear from the money-makers!

## THE BUSINESS EDUCATOR

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E. A. LUPFER - - - - - Managing Editor

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Advertising rates furnished upon request.

The Business Educator is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy much reach our office by the 10th of the month for the issue of the following month.



# Ideal Business Writing

By E. C. MILLS, Rochester, N. Y.

## PLATE 7

A number of capitals contained in the reversed oval group are taken up this month. Begin by making the reversed oval exercise as shown in copies 60 and 61. The first part of the "M" and "N" is the reversed oval principle, and is made by using the pulling motion of the arm together with a little of the rolling movement. Practice this principle very carefully, as it is the direct formation of many capital letters. Copies 63 and 64 are given as movement drills previous to the practice on capital "M" and "N." In these exercises begin large and gradually reduce down very small. Make the movements round at the top and keep the downward lines as near parallel as possible and about the same distance apart. Notice the graduated height of the different parts of the capital "M." Practice all the copies in this plate with great care.

## PLATE 8

The capital "W" is composed of the reversed oval principle and the final "t." It is always well in taking up this letter to first practice making the final "t" by itself. The second part of capital "W"—that is, the final "t," should be made same height as the first part. Allow the finishing stroke to be brought up about one-half height of letter. A careful study should be made of all the small letters given in this plate. Try to get the correct mental picture of the letter and then aim to make that letter with a free arm movement.

## PLATE 9

Please notice how the last part of the capital "X" develops into the figure "6." In making the "X" it is impossible to have both parts join just exactly right, and when a little space is left between the two parts the letter may be finished by making a short horizontal line connecting the two parts. An illustration of this kind is given in the copies. In making the capital "Q" the downward stroke should be drawn well toward the left in order to accommodate the horizontal loop, which is formed at the base line. The finishing stroke in this letter is a compound curve. Notice how the figure "2" is developed from the capital "Q." These copies should be practiced in the order presented, and great care should be taken to see that the instructions are faithfully followed in every respect.

IT PAYS TO WORK EACH COPY IN A VERY THOROUGH MANNER.

## PLATE 7

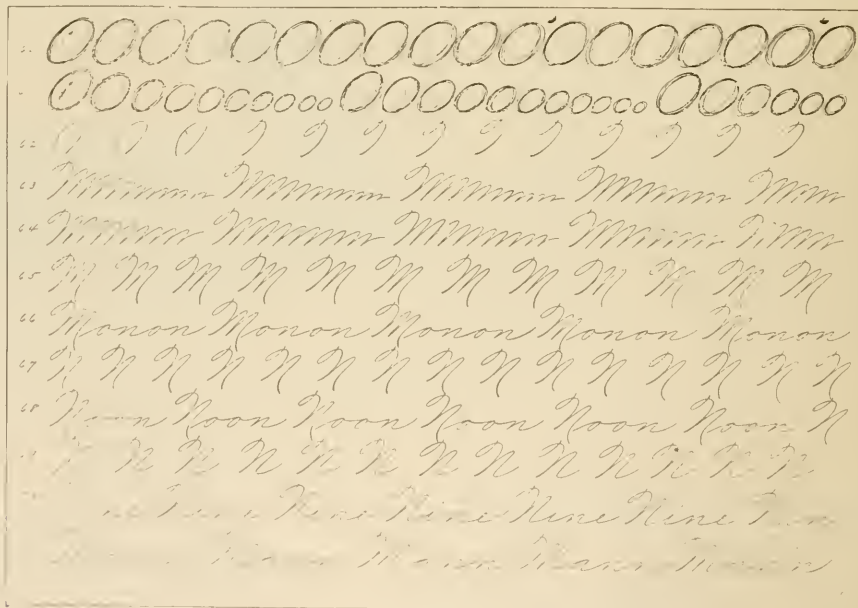




PLATE 8

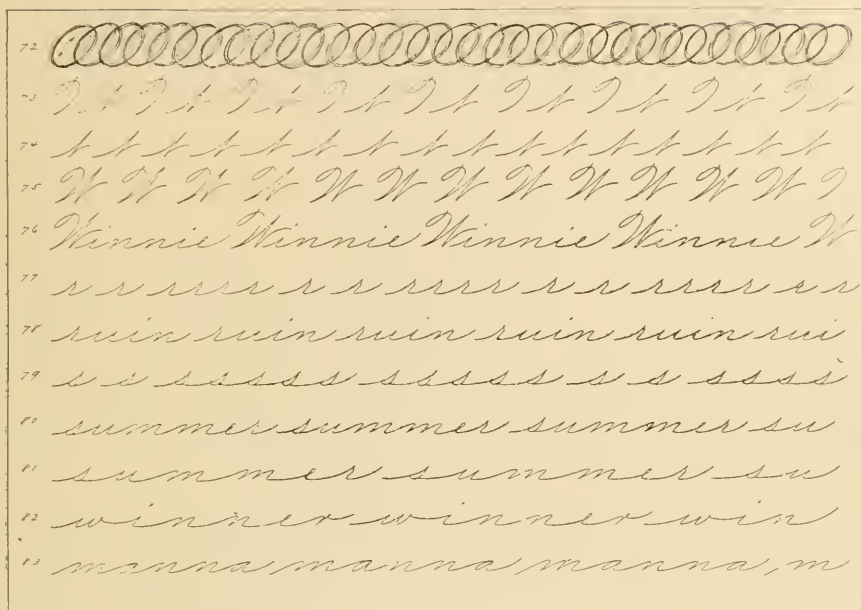
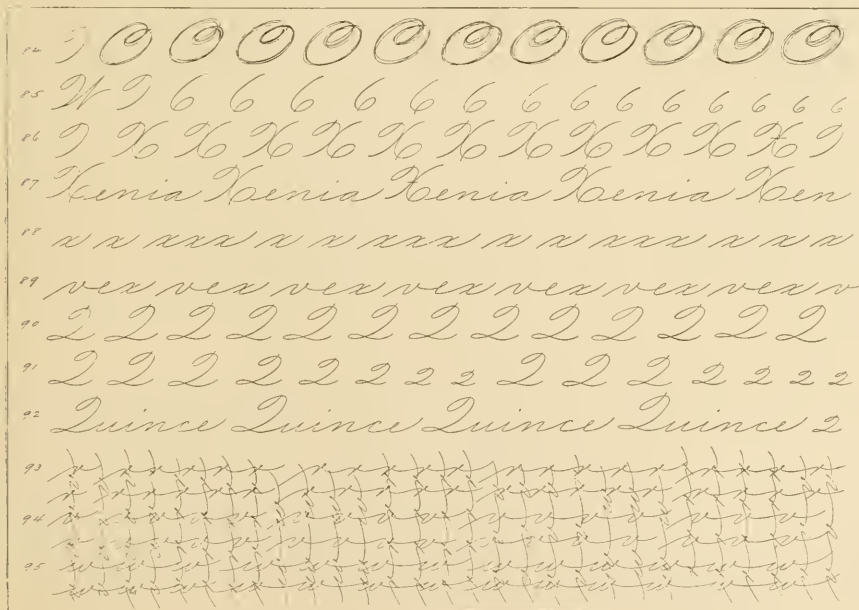


PLATE 9





# Modern Business Penmanship

By JAMES E. BROWN, Boise, Idaho

Students desiring criticism should send their copies with 10c each to Mr. James E. Brown, P. O. Box 1181, Boise, Idaho, each month. This is an excellent opportunity for you to secure high class criticism.

## LESSON FIFTY

The lessons this month are composed largely of sentence writing and since we have covered all of the capitals, small letters and figures in previous lessons our instruction will be of a general nature. Here and there I shall point out particular letters just to keep you thinking.

Uniformity means almost everything in penmanship. Get uniform slant, height, spacing and quality of line and your writing will be good.

*Easy, rapid, legible writing is desired.  
Further your skill by practice. Fur.  
Get the arm movement habit. Get it.  
Have an ideal and try to reach it. H.*

## LESSON FIFTY-ONE

Don't forget to start the capitals I and J below the base line and to keep the main downstroke nearly straight and on the proper slant. Compare the height of d, p, and t, with the extended loops. Make p as high as t. There are three classes of small letters as to height. The tallest are the extended loops or b, f, h, k, and l. The next are d, p, and t, which are about two thirds as tall as the loops. All the rest of the letters are uniform in height. The r and s are made a trije taller in order to maintain uniform size.

*I am really trying to learn to write.  
James, quit finger movement. Quit.  
Keep the wrist off the desk, James K.  
Let the elbow rest on the desk. Let it.*

## LESSON FIFTY-TWO

How about your rhythm? Are you able to maintain uniform movement in long words. Can you write clear across the page without shifting the paper or arm? It is not desirable always, but you certainly can improve your fluency in writing by practicing this way. A rhythmic, free-bowing motion produces uniformity. It's the very best way to get uniform spacing, slant and size.

*Much can be accomplished by effort.  
Never quit thinking while practising.  
One must learn to write a rapid style  
Put punch and pep into penmanship. P.*

## LESSON FIFTY THREE

How about your speed? Too many students use a spasmodic movement produced by tense muscles and imagine they are developing speed. To get speed consistent with good forms, it is necessary that the muscles be relaxed. If there is one word I may yell out big and loud right into your ear it is RELAXATION.

Without relaxation, both physical and mental, one does not get far in any line. The fleetest runner, the best swimmer, the most skillful boxer, the most expert pianist, the champion typist, the master penman, all, are masters of relaxation. Study this seriously and you will learn a most valuable lesson. Muscles do not coordinate properly unless relaxed at the proper time.

Quell quite quickly the writing muscles.  
Relax the muscles and do better work  
Sit in an easy, comfortable position.  
Take time to study the little letters. T

#### LESSON FIFTY-FOUR

More is in order about speed. You should be able to write at least three lines, eight inches each in length, in a minute. This would be about eighteen words a minute. I consider this rather slow. Four lines a minute is better. This is, however, about the maximum. Beyond this speed the forms must be sacrificed. Try writing this entire lesson over once in one minute, but do your best to get good forms.

Use a very light, easy, arm movement.  
View your writing to see improvement.  
Work will win where wishes fail W.  
Thomas is often used for Christmas.

#### LESSON FIFTY-FIVE

Try to get your capitals uniform in size and spacing. Use pure muscular movement and watch your pen—lifting at the finish. If you aim to win a B. E. certificate you must learn to make a well arranged set of capitals.

You can certainly learn to write well.  
Zaner's method is the correct method  
A B C D E F G H I J K L M  
N O P Q R S T U V W X Y Z

#### LESSON FIFTY-SIX

Here we have the generally accepted form for a promissory note. Follow the arrangement exactly and try to memorize it. Try to put dash and "go" in your writing. Remember a good handwriting is worth a great deal and can be acquired by intelligent effort.

Columbus, O., Mar. 7, 1925.  
Ninety days after date I promise to pay to  
the order of *The Business Educator* \$97<sup>65</sup>/<sub>100</sub>  
Ninety-seven <sup>and</sup> 65/100 ————— Dollars.  
Value received. Interest at 6%.  
B. A. Penman.



Toronto. Ont 2/9/25

Mr. E. J. Lupton  
Columbus

Dear Friend,

In compliance with your request I am mailing you some exercises in business penmanship such as I use in my classes in the H. C. Commerce. I hope they will please you. If they will engrave you may use them in the *Educator*. If not, consign them to the waste paper basket.

We are very busy here with an attendance of almost two thousand in the day time and over twenty-five hundred in the evening. I am very glad to say we have some splendid writing prospects among them.

Wishing you and all connected with the *Educator* and the good old American happiness and prosperity, I am  
Yours truly,

J. J. Bailey

We were much pleased to receive this fine specimen of page writing from the pen of J. J. Bailey of the High School of Commerce, Toronto, Ont. We feel sure that the high character of the work Mr. Bailey is capable of doing will prove to be a surprise to many of our readers. The work is freely and easily executed and is ideal for penmanship students to practice from. We hope before long to be able to make an announcement regarding Mr. Bailey that will surely interest all of our readers who are interested in penmanship. In the meantime, watch for specimens of his work for it is worthy of study and practice. We consider Mr. Bailey one of the finest business writers and teachers on this side of the Atlantic.





## Supplementary Business Writing

By C. C. Lister, Maxwell Training School for Teachers, New York City.

### Grading Handwriting

The grade in handwriting should indicate to what degree the desired qualities have been developed. If form, movement, and spacing are accepted as desirable qualities, then these should be considered in grading handwriting.

The ultimate aim or goal is the combination of these qualities. A specimen does not merit a high grade when the writing deserves a high rank in but one of these essential qualities.

If the form is good but the movement is of low value the writing should be graded accordingly. Likewise, if a specimen merits a high mark in movement and the letter forms and spacing are of low value an average of these would be the true grade.

The consideration of these definite qualities when grading the results in handwriting will certainly reveal to both teacher and pupils the vital factors and will enable them to know what needs to be improved. -L



## Students' Page



Teachers and Students are urged to assist in collecting material for this page. Students who are subscribers to the B. E. may secure free criticism when working on the lesson in the B. E. Send return postage.

### APRIL CONTEST

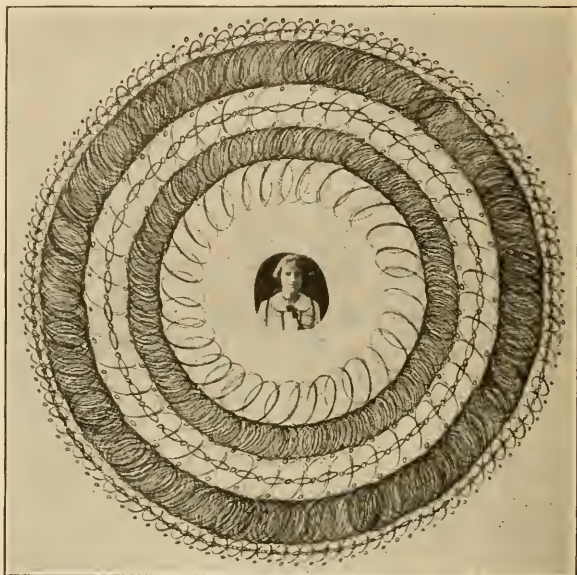
One or more of the best students' specimens received in the April contest will be engraved and published in the Business Educator. This is a chance to see some of your work in print and an excellent chance for teachers to create interest in their classes by getting pupils interested in the contest, which will close May 5th.

#### Material to Submit

1. With black ink copy lessons 55 and 56, page 11, April B. E.
2. Write a sentence stating that you are working hard to win the April contest.
3. Write your name, age, school, teacher and address. Mail to the B. E. before May 5th.

*"No New"*

Begin to improve your penmanship and win one of the monthly contests. Good penmanship will mean much to you in an office position. Now is the time also to work for a B. E. Certificate.



By Margaret Porter, student of A. P. Meub, Pasadena, Calif., high school. Send work from your pupils written in black ink. It may be published on this page. We want a variety of work for this page.

*R. Hargrave*

"True worth is in being, not  
seeming  
In doing each day that goes by,  
Some little good, not in the  
dreaming  
Of great things to do by and by."  
Marie Burrice

The above specimen was written by Marie Burrice, a seventh grade pupil in the Louisville, Ky., public schools. A. M. Hinds, supervisor of writing.





## A Little of Everything

By CHARLES T. CRAGIN  
Holyoke, Mass.

### AN EMPEROR OF BUSINESS

The old-time emperor had the power of life and death over his subjects. He said to his subjects, "Go," and they went" or "come" and they "came", and if he felt like making them a head shorter, he rang up the headsman and had him do a job of emputation with his well-sharpened snickersnee. That's the way the early Roman emperors did, and the oriental chiefs.

Our modern emperors haven't been quite so free with human life as that, but Napoleon, the first emperor of France, didn't hesitate much to shorten life, and Kaiser Bill, last of the Hohenzollerns, did a pretty good job in sub-soiling the poppy fields of Flanders with the corpses of Germans, French, English and Belgians.

I am going to tell you this month, the story of a boy born in Hartford in the year 1837. He died in Rome in 1913, seventy-six years old, and in the seventy-six years of his life, for nearly forty years he came pretty near being the absolute emperor of business in this country, for he was almost complete ruler of the money power, and it's money that makes the wheels of business go round. This is no story of a boy, who began life like poor old Johnny Rockefeller at six dollars a week, or like little, flaxen-haired Andy Carnegie who started at three dollars a week. This fellow was born with a silver spoon in his mouth and his daddy left him ten million dollars when he died and went to heaven—I hope. When he was a boy, they called him Pip Morgan. His name was John Pierpont, Pierp was the boys' name for him and that, you see, very easily became Pip.

The boy's grandfather was a very popular hotel-keeper in the city of Hartford. Everybody liked Joe Morgan, and he made a large sum of money and his son, Julius Spencer Morgan, was first a successful merchant and afterwards became a banker.

George Peabody was a merchant of Baltimore. He made a lot of money, went over to London, started a private banking house, gave millions of dollars to improving the London sums and to the cause of education in the southern states here in America. Queen Victoria thought a lot of George. I visited the Peabody Museum in the town of Peabody, Massachusetts, once, and in that museum was a portrait of Victoria painted on a plate of solid gold about eighteen inches by twelve, as I remember it, and given by her to George. I don't know why Peabody was named after George. Perhaps he was born there. Any way, he wished to retire from business and he came over to America to get a live Yankee to come

over there and take his place, and he chose Junius Spencer Morgan, and Morgan became the London head of George Peabody Co., Private Bankers. Peabody gave him twenty-five thousand dollars a year to use in entertaining Americans and customers who visited the banking house and I suppose that paid for a pretty good quality of tea and other liquids which the London bankers have every afternoon. The Britisher, without his afternoon tea, would be as lost as the gangster without his cigarette. They say they used to stop the battles in the big war at five o'clock in the afternoon so the British troops could have their tea.

Young Morgan graduated from the Hartford English High School. Then he went to Switzerland and did some studying there, spent couple of years in the University of Gottingen and then joined the banking house in London. He was not very popular there, for unlike his grandfather and his father who were extremely sociable men, young Pip could keep silent in every language of Europe. It was his way, and was all through his life. He didn't say much but I suppose he was like the other fellow who didn't say much but kept on thinking. Anyway, in a year or two, the old man sent him over to America to represent George Peabody and Company's interests in the banking house that was handling their American affairs not very satisfactorily.

Young Morgan didn't go to a business college but don't you forget that he became about the slickest specimen of a bookkeeper that ever lived, for his first partner, when he started in business for himself in America, was a man named Dabney, and Dabney was one of the finest accountants in New York. Young Morgan learned from him and you couldn't fool him a particle on a statement of business assets and liabilities, and in one concern alone that he organized that statement included more than five hundred million dollars. When the young fellow was twenty-two years old, he went over to Europe to see his fiancée, a Miss Burgess, who was not very well. She was really dying of consumption, but he persuaded her to marry him, said he'd take her around the world and let the business go till her health was restored. So you see he wasn't all for the dollar, but the girl died a few months after their marriage, and he came back to carry on banking business in New York.

It is easy enough to be mistaken about young men. Several young men that I felt very sure would prove brilliant successes in whatever they might undertake have disappointed me, and became "also rans," and quite a number of others whom I considered too thick or too slow or too lazy to get anywhere

have gone away up high on the ladder of success.

Junius Morgan naturally felt interested in his son whom he'd sent over here to America to represent the banking house of George Peabody & Company, so he wrote to an intimate friend, one of the firm where young Morgan was working to ask him to tell him confidentially what he thought of the boy, and the man said that he was not much of a mixer, that he couldn't see that he'd done anything for the good of the firm and that he thought it would be a good idea to take him out and put him in cold storage or something of that sort. This was the opinion of an intelligent business man, of a young fellow who, in a few years, was to be the Emperor of Business in this country if not in the world.

The first thing that brought Morgan to the front so that the nation began to look at him was his tussle with the railroad wreckers. The railroads of this country were in a deplorable condition. Whenever a railroad was paying, a few speculators got together, got a charter to build another railroad parallel to the one that paid, and then obliged that railroad to buy them out or else spoiled its business. It was a beautiful black-mailing game, and the two king pins of these railroad wreckers were smooth, silent, inoffensive, modest Jay Gould and big, noisy, blustering Jim Fisk, who used to peddle silks and satins and jewelry through this part of the country in a gorgeous, six-horse traveling store. They were a choice couple, and they were working merrily to wreck the Hudson River Railroad, as they had already wrecked the Erie, when the Hudson River in terror took the advice of somebody who knew him and called in J. Pierpont Morgan and Morgan knocked the spots out of the Fisk-Gould gang and became the great railroad re-organizer of this country. Fisk was shot to death by Edward Stokes, a woman the cause, and Gould became a real railroad man and died worth eighty millions.

As the years passed on, the Drexels of Philadelphia, who had become partners with Morgan, withdrew and it became the private banking house of J. P. Morgan and Company which name it still holds. Morgan was a developer of trusts. He gathered together these warring railroads into great, strong, well-financed trunk lines that paid a handsome dividend on their stocks and regular interest on their bonds. Just to show the power of this banking house, I wish to condense an article from the Louisville Post. It says: "Of all trusts, the most powerful is the Morgan money trust. It is made up of steel mills, ore beds, coal mines, bank, insurance companies and trust companies, newspapers, distilleries, flour mills, car works, locomotive works, railroads, ships, docks and terminals, all constituting a financial oligarchy such as the world has never seen." The paper goes on to give details as follows: "J. P. Morgan & Co. and George F. Baker jointly control most of the great banks

(Continued on page 18)



## Penmanship Devices and Plans



Teachers are invited to contribute short, helpful methods and devices of about 250 words to this department. Pass your ideas on to others.



### ONE MEANS OF STIMULATING INTEREST IN PENMANSHIP CLASSES

The penmanship lesson can be made more interesting to children than most other subjects, because there are so many devices and plans that can be used in teaching writing. Any device that will stimulate interest and create a friendly rivalry among pupils of a class, a school, or schools, will result in greater effort and better penmanship.

I have a little scheme that I have used for a year or more, and which has proved to be one of the greatest incentives to children of all grades in the elementary schools that I have yet found.

Once a week the name of the child whose record for that period has been highest in his particular class for position, movement, neatness, and general effort in all written work is selected for me by the grade teacher. This pupil is given a hand written card with his name inscribed in ornamental style. Black cards written with white ink seem to be a greater novelty to the children and are desired most by them.

### INCENTIVE FOR IMPROVEMENT

The following plan was originated by Miss Evelyn Gibbons, teacher in the Oak Street School, Binghamton, N. Y. Mrs. Elizabeth Landon is director of penmanship in the Binghamton schools.

A device which I have carried out in Penmanship to help create a greater incentive for improvement, consists in grouping the class under five headings. These headings correspond to the method of marking on Report Cards—E or 95; G or 90; 9 or 85; F or 80; F or 75. These are placed across a paper with the names of the pupils under the heading in which their writing places them. After each name is placed a particular part of the work on which they need practice in order to improve. For instance, if a child needs to improve on slant or alignment this is written after his name; if some particular letter such as round turn on m, or m is bothersome, "round n or m" is enough to place after his name. Some children

Besides being a wonderful incentive to greater effort on the part of all children it serves as an indirect but very effective way of advertising one's skill with the pen. Many card orders have come unsolicited since this method has been used. These orders pay for one's cards and time and add to one's income.

O. G. Martz,  
Supr. of Penmanship, Norwood, Ohio.

### WRITING NEEDED TO PASS ENGLISH

The English Department of Lynchburg, Va., High School requires that all pupils pass a standard of 90% in penmanship before they are allowed to pass in English. The High School Times, published by the above school, states that this plan is getting good results. It compels students to write neat, legible papers in all English classes. This is a splendid idea and if all schools could be induced to have a similar requirement in various subjects the penmanship of high school pupils would soon make a great improvement.

need to practice loop letters above the line while others need practice on spacing or even height of small letters: In this case the letters can be written such as "l, h, k, b" to suggest loop letters above the line while "space" or "even height" is sufficient for the latter.

This paper is hung somewhere in the room where the children can read it. Only those who use arm movement have their names on this chart, as there is no grading on it under F. Of course those who are not on it strive to bring their writing up to 75 per cent with arm movement.

The groupings are changed every five weeks as each one anxiously strives to improve his writing so that he may be moved into the next higher grouping.

In departmental work this is a great help, as the teachers who have these same people in other subjects can compare their writing with the rating on the chart and if it is not up to grade, notify the penmanship teacher.

### TEACHERS' PENMANSHIP

#### PLAN FOR K

By W. L. Crandall, St. James School, Faribault, Minn.

This is a sample plan for an ordinary daily penmanship class. It takes about twenty-five minutes to cover the work, including explanations and blackboard demonstrations.

#### Movement Drill

200 counts

#### Development Drills

20 on line  
one count for each  
one space high  
15 on line  
count 1-2  
one space high  
13 on line  
count 1-2-3  
9 on line  
count 1-2-3-4  
8 on line  
count 1-2-3-4  
8 on line  
count 1-2-3-4  
point at x

#### Drills for Emphasis

for slant  
for point  
for loop  
for curve  
for finish

#### Specimen Drill

13 on line  
3 groups of 5  
as above  
with spacing

Reverse Side of Paper

#### Review Letter

form  
size  
spacing

#### Application of h

5 on line  
kind kind  
5 on line  
take take  
5 on line  
dark dark  
2 on line

#### Announcements

Papers will be graded as follows on this month's scale: Movement, 25%; Position, 25%; Form, 25%; General Appearance, 25%.

The three best papers will be posted on the Honor Roll.

Tomorrow's letter will be "f".

| E                | G                    | G                        | F                    | F                    |
|------------------|----------------------|--------------------------|----------------------|----------------------|
| M. Brown—Round n | D. Dann—Loop letters | M. Cole—Alignment        | Z. Bates—Round m     | S. Barry—t, u, x     |
| S. White—Space   | A. Finn—Round n, m   | V. Daily—Size            | H. Mabel—even height | M. Egnor—Slant       |
| E. Zones—l, h, k | B. Gaige—curves      | G. Hand—Slurring v, k    |                      | T. Gates—even height |
|                  | F. Manny—Slant       | M. Quinn—Uniformity, sl. |                      |                      |
|                  | D. Nolan—Space       |                          |                      |                      |



# MENTAL MEANDERINGS

By CARL MARSHALL

Route 1, Box 32, Tujunga, California

This issue of the EDUCATOR will come to most of you when smiling old Mother Nature is just getting ready for her regular Spring Opening. Out here in semi-tropical California, Spring does not come upon us with that thrilling suddenness of her advent east of the Rockies. That



relatively small part of her stock that she does not keep on display all the year round, she begins to put into her windows as early as February. At this writing (Feb. 16), but-tercups, crowfoot, trilliums and our dainty white and purple vio-

lets are already peeping out at us from every road-side, the pink bells of the omnipresent manzanita are dolling up each stretch of chapparel, while early almonds and plums are showing white spots in the orchards. And this, while, as Bro. Gaylord writes me, New England is lying under some three or four feet of snow.

But at that, I am not sure but you easterners have the best of it. You will have a finer thrill when, along about Mayday, and almost before you realize it, the beauties and brightness of Spring are all about you, and when your eyes have not been gladdened by one spot of outdoor coloring since everything faded away under the blight of the September frosts. I refuse to believe that there is any reader of the EDUCATOR who is too insensate to glow under the joy and wonder of this annual miracle.

But the glories of the woods and fields may bring a higher reward than the mere awakening of the aesthetic emotions, pleasant as these may be. I have long been convinced that appreciative nature study is the best of all stimulants of the intelligence. The day when man began to take an interest in the things around and above him—the trees, the flowers, the clouds, the stars—that day he started away from savagery. The nature student, from the start, learns to observe, to remember, to reflect, to reason, and these make up most of the intellectual area of the thing we call education. And Nature is the basis of nearly all that develops our sense of the beautiful. Nature love has always inspired and illuminated all our greatest literature. The Hebrew poets and prophets made it the theme of their sublimest appeals for the adoration of God. Read the Nineteenth Psalm, the greatest poem of the stars ever penned. Christ was a nature lover, and drew upon the visible things of the outdoors for illustration

of many of His greatest teachings. "Consider the lilies of the field; they toil not, neither do they spin, yet Solomon in all his glory was not arrayed like one of these." And so it has been down to the present hour; our greatest fiction, our sweetest poetry, our sublimest oratory are all enriched with figures drawn from the beauties and sublimities of the nature world about us. Painting, sculpture, architecture, music, all draw their finest inspirations from Nature. It is not too much to say that he who is ignorant of the things of the great outdoor world, and unresponsive to their charm, loses about all that goes to make up human culture. Such a man may amass and display wealth, attain to power, political or physical, but down in the heart of him he is little more than a savage.

Therefore, my friends, during these fragrant days of springtime, take to the woods and hills—to brook-side or lake-shore, at least one day of the week, and let the lessons and beauties of the outdoor find a way into your mind and heart. And take the children along, or, if you have none of your own, borrow some. You cannot do better than to see Nature through the eyes of a child.

**Friends and Others** We have all heard a good bit about friendship, both as a virtue and a blessing, for it is both. In fact, there is hardly a thing left to write about it that is new. But we have not heard so very much about the quality called friendliness. At first, you might think that they are one and the same thing, but they are not. They are as different as chalk and cheese. Friendship is a personal, almost a selfish thing. It might be described as a sort of deal in spiritual exchange, delightfully beneficial to both parties to the deal, but of no particular value to anybody else, whereas, friendliness is an unmonopolized commodity that may be freely offered in the general market, and is accessible to all alike. Friendship is a crystal spring that gives its water to him who seeks out the fountain and holds the cup, but friendliness is a reviving shower that pours out its blessedness on the heads of the just and the unjust alike. There is no moral command, so far as I know, that reads, "Love your friends." But there is an injunction that reads, "Love your enemies," and friendliness is what we get from the man who is trying to obey that injunction. I have known men who were all that could be desired to those favored ones who happen to be their friends, but reserved, curt and cold to everybody else. Such men, fine and just though they be to those who know them, are as the "light hid under the bushel," but the man of friendliness

is a light hanging high in the sky to help and warm and cheer all who come under its rays.

Of course, the friendly man may have his close and abiding friendships as well, but there is no exclusiveness about it; his friends are merely those who have drawn a little nearer to his light, that is all. The fact that he has friends, makes him no less friendly to others. I have reached the conclusion that, on the whole, the capacity for friendliness is a larger and finer quality than the capacity for mere friendship. It is certainly of more use to the world, and it is of more use to him who is able to offer it, even though he, himself, may be the last one to realize it. Of course, I am not writing of the paleverer, and back-slapping "mixer" who, like the wolf in the fable, dons the similitude of friendliness, merely for his own selfish uses. These are the counterfeits, and not many of us are fooled by them. Friendliness cannot be simulated any more than can friendship or love.

Fortunately for the world, there are a good many really friendly men and women among us, and they are nearly always successful in life and for the good reason that they deserve to be. It has been my own good fortune to know a lot of these friendly folk, and they have done as much to make the world brighter for me as have my closer friends, perhaps because there have been more of them. It is not given to many of us to have more than a few real friends. One of the first really friendly men I knew happened to be my teacher, and I think I owe more to his friendliness than I do to his cleverness as an instructor. My memory of this man convinces me that a teacher can have no more valuable quality than the capacity of friendliness. The cold, severe and austere teacher may, thru his ability and fine scholarship, win the respect of his pupils, but they cannot love him, and without this, no teacher can get very far. This friendly teacher of mine was no "easy mark". He could be firm, and could be a terror to evil doers when necessary, but folks used to say of him: "Mr. F. is just everybody's friend." Not many people will fail who earn that tribute.

Of course, temperament has a good bit to do with it, but none of us should be a slave to his temperament. Friendliness is a thing that can be cultivated if we go about it earnestly, and whoever does so will add a big percentage to the horse-power of his efficiency, as well as to his happiness and the happiness of others.

**Exit the Comic Valentine** For a few years past the pessimists have been working overtime in an effort to show that the present generation of young people are very much to the bad, and that unless they can be reformed, the country is headed straight for what Mr. Mantellini called "the demdition bow-wows". There are a few characteristics of the modern young person that I think I would change if I could have my way about

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## AN EMPEROR OF BUSINESS

(Continued from page 12)

of New York. Morgan and Baker have worked together for years. These two men are represented in the directors of one hundred and twelve corporations with resources of over thirty-two billion dollars. They have directors in thirty-four banks and trust companies with resources of two and three quarter billion dollars; directors in ten insurance companies with assets of two and a quarter billion dollars; directors in thirty-two transportation systems with capital of over eleven billion dollars and a hundred and fifty thousand miles of railroad track; directors in twenty-four industrial corporations with a capital of over two billion dollars. This banking trust has seven hundred and forty-six directors in a hundred and thirty-four corporations with resources of nearly twenty-six billions of dollars."

Indeed, Morgan was The Emperor of Business. Rockefeller was the Oil King; Carnegie was the Steel King; Frick, the Coke King, and Morgan, the Money Emperor. For no business enterprises could go into New York and borrow any considerable amount of money without he had the O.K. of J. Pierpont Morgan. And yet, J. P. Morgan and Company was a private banking house not subject to any state or national inspection. They carried deposits of more than one hundred million dollars and nobody could examine their books to see whether they were straight or not. It was the greatest private banking house in the world and is today, for this great banking house handled in addition to these enormous deposits, hundreds of millions of dollars of government bonds and securities, and through the World War period was the financial agent, in this country, of England, France Italy and Belgium.

In the year 1893 in the second term of Grover Cleveland, that sturdy president found himself facing a very critical situation. The United States had re-issued specie payment and kept in the treasury a certain amount of gold to redeem any bills that might be presented. But now, this reserve was almost exhausted and there was every prospect that the United States would have to stop specie payment, for Congress would do nothing to relieve the situation. And then, Morgan went on to Washington to make a proposition to Cleveland that would relieve the situation. He offered to furnish the government any amount of gold up to a hundred million dollars — there was only seven million dollars left at that time — and take in exchange four per cent bonds. Cleveland didn't like to do it. It was the business of Congress to enact measures that would relieve the situation, but Congress wouldn't act, and so, Grover made a trade with Morgan and got cursed high and low with Morgan for doing it. Morgan furnished the gold all right, but the bonds he got for a hundred went up to a hundred and sixteen and he made several million dollars and the public said he was a highway robber and that Cleveland was his partner.

In 1901, Morgan rose to the highest peak of his fame, for it was then that he organized the United States Steel Trust with a capital of fourteen hundred million dollars and sold the stock to all parts of the globe. In three years more, he organized two other giant trusts — the Atlantic Mercantile Marine Company. The first of these was a great success, the second was a failure because of panic conditions. Morgan was looked upon as almost more than human. His wisdom was beyond question and then the public changed its mind for there came a panic period that sent the stock of United States Steel tumbling down from about a hundred to eight dollars a share. I could have bought any quantity of United States Steel, common, which today is quoted at around a hundred and twenty-five, for eight dollars a share. I knew it was a good bargain, but I didn't have eight dollars and so failed to get rich. Morgan was a hot-air merchant, a busted phenomenon, and he was damned high and low. He advised stockholders to hang on, but they wouldn't do it and they almost gave away their United States Steel stock. And then came the last public effort of J. P. Morgan in the panic of 1907, when banks all over the country stopped paying checks and you couldn't get cash anywhere. It was Morgan and his powerful group of bankers that went to Roosevelt and got permission to buy the Tennessee Coal & Iron Co., and this purchase relieved the situation. Very soon after this J. P. Morgan retired from active business, leaving the firm of J. P. Morgan & Co., which consisted of his son Jack and nine others to continue the business.

Morgan was over seventy years old, in not very robust health, and he probably felt that the end of his career was not far distant as indeed it was not, for he only lived about five years more.

### Morgan, the Man

During his lifetime, no man suffered more from attacks on his personal character than did this Emperor of Finance. He had a splendid ocean-going yacht, The Corsair, and there were all sorts of stories about wild doings with wild women on Morgan's Corsair. After United States Steel began to drop he was compared rather unfavorably with that gory, old pirate of the Caribbean Sea, Sir Henry Morgan. He was said to be about everything that a man ought not be, and I suppose that is natural. Great success generally means great enemies, but Morgan cared nothing about his enemies. I saw the old gentleman, once, quite a good many years ago. I go to church, Sunday, if I am able wherever I am, and I went one Sunday down to St. George's a great Episcopal Church on the lower east side. I went to hear Dr. Rainsford who was rector, and one of the most brilliant clergymen of America, and J. P. Morgan was senior warden of St. George's, and

when in America he always went to church and passed the plate down the centre aisle. St. George is a free-seat church and Morgan passed the plate to me. There were lots of bills in that plate, all the way from twenty dollars down, maybe up. There were also nickels and dimes because St. George was a very broad church and lots of people who don't have twenty dollar bills to put in the plate, any more than I did, went there. It is said that not fifty people out of Morgan's immediate associates had a speaking acquaintance with him in New York. But the pastor of St. George's says he was an intensely religious man with firm faith in God and the future life and that after the chapel of St. George's was built, it was his custom to go over there Saturdays and pray in the chapel and then, for he was very fond of music, sing all by his lonesome. He was delighted when one of the organists of the church would come in there and play for him. He liked the old-fashioned hymns, and the last time he went to St. George's before his death, he was observed beating the time with his hymn book and singing lustily his favorite hymn: "Blessed be the tie that binds."

The only thing I remember particularly about Morgan is that he had a big and very red nose. It is said that he appreciated good wines and old brandy. Perhaps that colored his nose a little. Theodore Roosevelt didn't agree with Morgan at all in many ways, but Roosevelt says he was a perfectly honest man, that his word was just as good as his bond and that he did an immense amount of charitable work without letting anybody know about it, except those who helped him money.

Mr. De Forest, the superintendent of the Metropolitan Art Gallery, says that Morgan was the greatest collector of fine art that the world ever had. He never saw his entire collection together. A large part of it was in London until after his death, but it is now all in this country, though much of it, it is said, has never been unpacked. His gifts to the Metropolitan Art Museum were munificent. The apostles is said to have cost a half million dollars. He built, to house this art collection, a very fine building near his home on Madison Avenue. There are housed priceless original manuscripts and many articles brought from all parts of the world. He collected everything, watches and snuff boxes, jewels and statues, tapestries and paintings, everything seemed to be wanted. Whether he really cared for these articles themselves or whether he was just a collector for the sake of a collection, I don't know. But there are various estimates of the value of the Morgan collection and these estimates run all the way from twenty million dollars to one hundred million. Morgan had his faults, but he was never a wrecker though some of his last enterprises.

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## To My Sixth Grade Teachers

By JOHN O. PETERSON,

Supervisor of Handwriting, Tacoma, Wash.

Your pupils in the sixth grade have more skill than do those in the grades below them. They have been acquiring some penmanship skill all the way up from the first grade. But they would have more penmanship skill in the sixth grade than they had when they were in the fourth grade even if this were not so.

Usually the appearance of a pupil's writing changes a great deal while he is in the sixth grade. The method or process of writing remains the same, but the appearance of the written matter improves.

Now you improve the appearance of the letter forms you pay attention to the uniform size and slant of the down strokes. To improve the spacing of the letters you pay attention to length and amount of curvature of the up-strokes or the connecting lines between the letters. This is especially true of the up-strokes in extended or loop letters such as t, p, l. The proper spacing between words is acquired by paying especial attention to the ending stroke of the last letter in a word and the beginning stroke of the first letter in the word which follows it.

These are all technical details. Pupils cannot pay a great deal of attention to these things, if much effort must be expended in maintaining posture and movement. But the average sixth grade pupil does not need to expend much effort along this line. He has had enough practice in these things so that, with just a little self assertion, he can maintain position

and devote most of his attention to details. Ability to get him to do this is the mark of the successful sixth grade penmanship teacher.

Because most of you are reasonably successful in this, we find throughout our schools, that the greatest improvement in handwriting shows in the sixth grade. Many of the things which make this improvement possible have occurred in the grades below yours, and we must give the other teachers credit; but the improvement did not show there. So we have come to look upon the sixth grade as the transitory period in penmanship. For some pupils the transition will have occurred in the fifth or even the fourth grade; for a few others it may not appear below the seventh grade. For a majority of them, however, this transition occurs in your grade. Under normal conditions we consider this satisfactory.

A mistake some of you make is to think that you can sacrifice position and movement while acquiring these details. You cannot do it successfully that way. You can sacrifice speed to some extent, but not position. The technical details which your pupils learn to execute with their muscles working properly stay with them. Like swimming, these movements are never entirely forgotten. Details acquired in wrong position means that they were acquired with wrong movements made with the wrong muscles. Such details must be learned over before you have a good muscular movement writer.

### LEFT-HANDEDNESS

(Continued from page 7)

break it she realizes that she is incapable of correctly instructing the pupil. She can give only very general instruction, such as the maintaining of a good posture and the like, but she realizes that the left-handed pupil will simply have to drift along as best he can with no specific instruction from her. For if she wishes to show the pupil how to hold his arm and then give him a copy with her left hand the pupil might not be greatly inspired with her effort. In the Zaner & Bloser Method of Handwriting a page in the manuals for teachers is devoted to this subject. The teacher is given a definite plan to follow. We quote a few sentences:

"The left-handed child should be sent to the blackboard with the right-hand where each should be instructed to take the eraser in the left hand and to hold it behind the back, while the right hand holds the chalk. All should then be drilled upon such exercises and letter forms as are suited to their ages and developments. Nine out of ten left-handed (either by nature or by accident and habit) children will thus fall into line with the right hand and become right-handed writers.

"About one out of ten will clearly indicate such onesided development that it is apparent more can be accomplished with the left hand than with the right."

The left-hand problem is largely an individual one, and teachers should closely observe those pupils who have changed from the left to the right hand. If serious results manifest themselves the pupil should be retrained in the use of the left hand, for it is far better for the pupil to be crippled to some extent in his handwriting than to be crippled in his speech or sight. All persons who have had experience in left-handedness are hereby invited to contribute to these columns the results of that experience. Such contributions ought to be very helpful.



A penmanship class in act at the Meadville, Pa., Commercial College. D. W. Hoff, the enthusiastic penman and president of the school is seen standing in the rear center of the room. This class is 100% subscribers to the Business Educator. Mr. Hoff finds that placing the Educator on the list of students' supplies proves to be a very satisfactory and result-getting method.



## SIDE DISHES

Talk delivered by Mr. H. M. Heaney, Vice-President of Davenport-McLachlan Institute, Grand Rapids, Michigan, December 30th, 1924, to members of the National Commercial Teachers Federation Convention at Louisville, Ky.

Side Dishes is an appropriate title, I think. We have only ten minutes, and that wouldn't be long enough for a whole meal.

The Program Committee Chairman sent me a letter a month ago. It has two pertinent paragraphs. One said, "In your speech keep in mind the teacher in attendance for the first time." The other said, "Stop when your allotted time is up." In short, to keep one eye on the new teacher and the other on the clock.

How many of you are here for the first time at a National Commercial Teachers Federation meeting?

Thanks. Now, Mr. Chairman, I see it is going to be much easier to keep my one eye on the new teachers than to keep my other eye on the clock.

Back home you may be able to make a boy study forty words in spelling and not miss one.

You may be able to make him learn a half dozen rules in debit and credit and use them.

Maybe you can make him learn the endings of the first declension. But you can't make him write right when out of sight. You must lead him to it by causing him to care, to like it, to aspire to it, and the first way to is to care yourself, to aspire to it, to like it. If you don't aspire to it, you can't inspire him.

After I finished High School I was naturally a very poor writer. I entered a teacher training school and my first teacher, Edward Ward, was a wonderfully fine writer. I had only two or three lessons in penmanship from him, but his work in other subjects was always a model in writing, and unconsciously I inhaled good writing. In four months I made more progress in penmanship than in any succeeding four months, not excepting Business College training, excellent though that was under a master penman.

I liked Edward Ward and I followed his copies as much as I could.

To this end make the class period instructive not only, but interesting and enjoyable as well. Have the lesson bright, prepared, unique, varied — "a surprise a week" will help — just like the side dishes at the Brown Hotel — unexpected.

In ten minutes I can't outline many. I'll give a few I use myself.

A. Collect the papers — homework or class work — and classify them, 1-2-3. Read the names of Class I and Class 2. In a minute repeat the process, and make a little fuss over those who have raised their classification. Those who persist in remaining in Class III can have a little extra attention, extra work, or extra encouragement — perhaps a lesson devoted to them alone once in a while might help if you can do it without embarrassment.

B. At another time collect a page of

figures, we'll say; select the best ten or fifteen and send these ten or fifteen to some local accountant, banker, or office man with a request to pick first, second, third, etc., from the group. Now the referee thus chosen will do no better job than you will, not as good perhaps, but the effect on the class will be wholesome, and if you publish names in local Chanticleer the advertising will help, too.

C. Another aid which I use constantly is a list of penmanship slogans. Hardly a day passes without the use of at least one of these:

1. Practice of the right kind leads to perfection. Practice of the wrong kind leads to imperfection.
2. Make round tops round — like, n, h, y and c — there are thirteen in small letter alphabet. The observance of this rule will change a horrible page into a 1925 model.
3. No penlifts in the middle of a word.
4. The only way to learn to write is to write right, right along.
5. Twenty-two letters end in the same way, like in small i.
6. Penmanship is largely a matter of the head.



H. M. HEANEY

In vulcanizing this one, I sometimes quote a little poem written by someone a long time ago, hoping to get brains into their penmanship. The rhyme is like this:

Ah me, the while I stop to think  
What Shakespeare did with pen  
and ink,  
I wonder how his ink was made  
If blue or purple was the shade.  
His pen, broad-nibbed and rather  
stiff,  
Like this, or fine. I wonder if  
He used a Gillott, thirty-nine  
Or a Spencerian pen like mine.

Or, was it brains? No ink I know  
Can really make ideas flow;  
Nor can the most ingenious pen  
Make wits or poets of dull men.  
So this, the miracle explains  
He used his pen and ink with brains.  
Mine is the harder task I think  
To write with only pen and ink.

You see my plan in giving slogans is the working out of the directions of a Business Efficiency authority who says: Thoughts become actions, actions become habits, habits grow into character, and character is immortal.

If I can get them to think good writing, they will eventually (or sooner) do good writing.

Another scheme I use, perhaps the most popular, is like this:

A B C D E F  
G H I J K L

This represents two rows of students. Each student takes a clean sheet of paper, writes his seat number (or any other mark of designation) in the margin, and then a line of some selected copy. As soon as that is done the teacher says "Change" and the papers are passed as indicated by the arrows. The very same copy is now written on the second line and the teacher says "Change". Well this continues and in a few minutes each student has his own paper back again, with the writing of every other student in his group under his own. Then the teacher asks everybody to select the best specimen, and when this is done the vote is recorded on the blackboard.

This exercise is real fun. The students enjoy it, and the teacher plays the game too. The winners are happy and proud, and some day a hitherto unknown winner gets at least one vote which shows him that at least one person in his group counts him a victor. As the term or year advances all the previous winners might be put in one group and all the "also rans" in groups by themselves. Thus new comparisons are made.

I have several other side dishes which we have not time to sample today, but I have a little pictured card which sometimes adorns my front board. It is the pictures of a little girl in front of her bed, and in the attitude of prayer. Below are these words:

"Hang this where you'll see it  
When you go to bed at night.  
And when you pray  
I hope you'll say  
Lord Teach Me How To Write."

## SOUTH-WESTERN PUBLISHING CO. DAMAGED BY FIRE

On February 10, fire broke out in the building occupied by the South-Western Publishing Company, Cincinnati, Ohio, publishers of commercial text books, including the 20th Century Bookkeeping. While a large amount of stock was damaged, they were fortunate in saving part of it. They also saved their office equipment and are therefore filling orders and doing business.

The cover page of the forty-second annual commencement invitation of the Capital City Commercial College, Des Moines Iowa, is prepared in time script and lettering by Mary L. Champion the well known penmanship teacher of that institution.

I would like to see the following question discussed: "Why not begin all small letters at the base line?" — J. H. Bachtelkircher, Supr. of Handwriting, Lafayette, Ind.

The Business Educator will be glad to receive short discussions on topics similar to above.





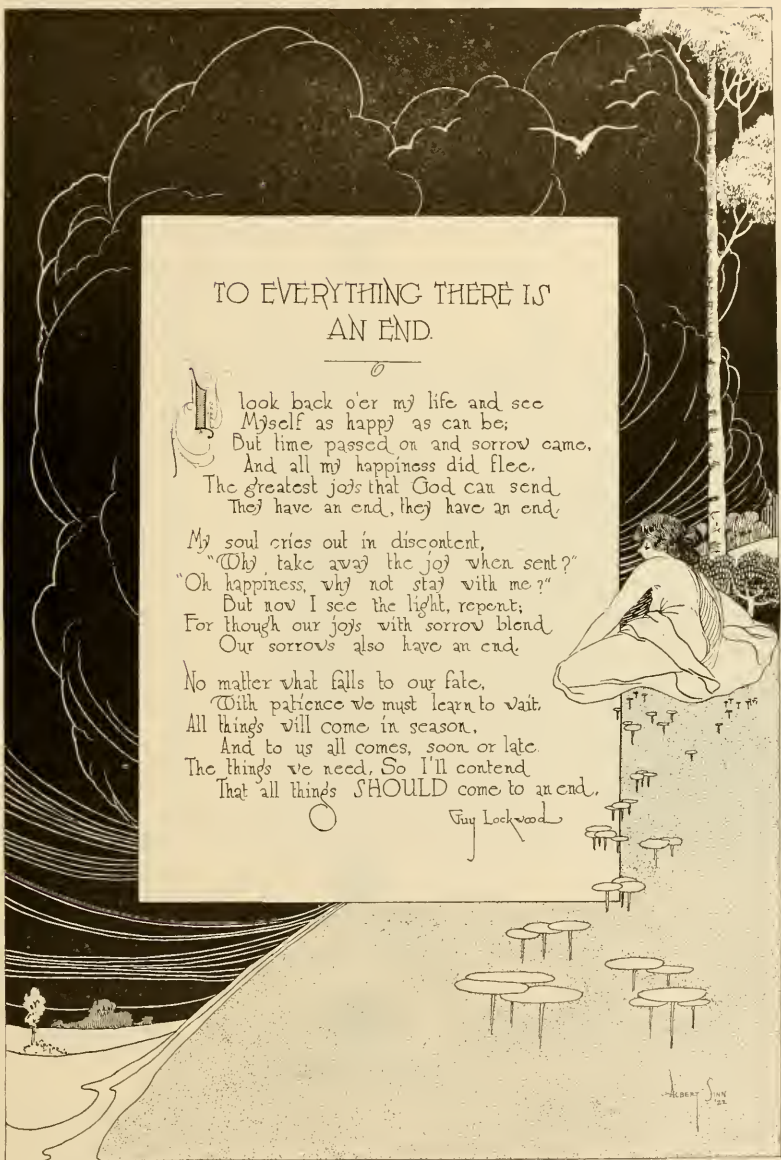
## TO EVERYTHING THERE IS AN END.

I look back o'er my life and see  
Myself as happy as can be;  
But time passed on and sorrow came,  
And all my happiness did flee.  
The greatest joys that God can send  
They have an end, they have an end.

My soul cries out in discontent,  
"Why take away the joy when sent?"  
"Oh happiness, why not stay with me?"  
But now I see the light, repent;  
For though our joys with sorrow blend,  
Our sorrows also have an end.

No matter what falls to our fate,  
With patience we must learn to wait.  
All things will come in season,  
And to us all comes, soon or late.  
The things we need, So I'll contend,  
That all things SHOULD come to an end.

Guy Lockwood





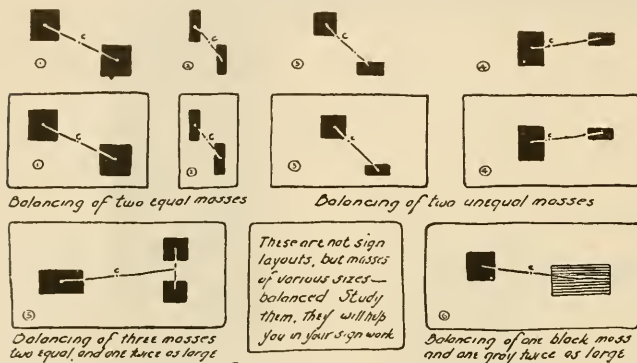
## Show Card Lettering Made as Easy as Writing

By MAXWELL L. HELLER, M. A., LL. B.  
Head of Art Department, Seward Park High School,  
New York City

### How to Get Balance and Proper Proportion in Your Card

Fifth of a series of lessons that will enable any clerk without special talent for drawing, to make good window and counter sales cards, which will help any store to sell more goods.

also become anxious to try a hand at one. Perhaps you have already done so. You have arranged some of the elements diagonally or cata-cornered, or maybe in a semi-circle, or perhaps



Haven't you often admired the perfect balance in professional show cards? The blocks of letters look perfectly "comfortable," so that they do not make the card look either lopsided or top-heavy.

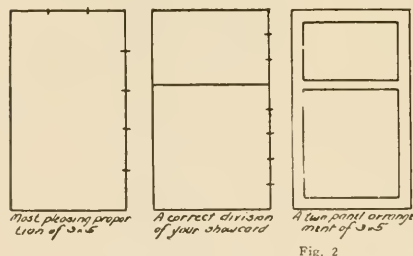
The problem of balance is an easy one, if we arrange our show card on a center line, so that there is as much on the left as on the right of it. This is the arrangement we have followed in most of our illustrations so far. It is called BI-SYMMETRIC BALANCE. It is

you have tried some other stunt, highly original, but equally destructive of the simplicity and clearness of your card.

Let us see if we can discover some rules to go by in this matter of balance. The diagrams that we show to illustrate the principles, do not represent layouts of signs, but are just spots of ink, to bring out the points we wish to make in teaching the principles of balance.

### Balancing the Parts of A Sign

Suppose we have two masses of equal



simple and dignified and makes for clearness. You certainly cannot go wrong so long as you stick to the bi-symmetrical arrangement.

But when you see the free and easy arrangement of some of the fine signs in the better shop windows—some of the signs that you have called artistic, you

measure to balance. You will say right off that they will balance at a point midway between them. Draw two such blocks. Now find the center of each, and connect the two centers by a line. The middle of this connecting line will be the point on which these two masses balance. This point will also be the

center of our enclosing square or oblong.

In our show card work, we frequently have to place a large and a small mass. Our problem now is to balance two masses of unequal sizes. We are now confronted with the same problem as the boy of ninety pounds wanting to see-saw with a boy of forty-five pounds. Any boy will tell you that this is not impossible, if the barrel under the plank is so placed that the forty-five pound boy has twice as much plank as the boy of ninety pounds. In other words, the point of balance is not in the middle of the plank, but at a distance of one-third and two-thirds.

Draw two blocks, one twice the size of the other. Now find the center of each—connect these centers with a line. It is clear that the point of balance cannot be in the middle, but that we shall have to give one third of the line to the larger block and two thirds to the smaller. In other words, if we have a heavy block of type and another block only half as large, the heavy one would be nearer the center of the sign, and the smaller twice as far from the center.

If we wish to balance three blocks of equal measure, we first balance two and then balance the third with the center of balance of the other two as shown in the illustration. In this way any number of blocks may be balanced.

### Balance of Color in Your Sign

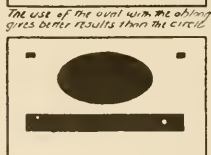
Frequently we have two masses of equal size, but of unequal color, to balance. Let us suppose that one is black and the other is gray. From what you already feel of this very delicate problem of balance, you will probably say, that the gray being only half as heavy as the black, the point of balance would be twice as far from the gray spot as it is from the black. It follows therefore that it takes very little of a bright color to balance a larger mass of black.

Sometimes in an informal sign (that is one that is not balanced on a center line) you will find a black space that seems to need something to fill it. That means that your sign is slightly out of balance. Here a small spot of color will most likely do the trick, and right your sign.

By this time you should feel that it is not merely sizes and colors that we are balancing, but forces of attracting attention. Naturally the large masses attract more attention than the small ones, the blacks more than the grays, and the reds more than the blacks. Of course you cannot measure the elements and weigh one against the other exactly. But if you have caught on to the general principles explained in the lesson, you will feel the balance in your work.

Study the signs by your favorite show card painter in the better shop windows. See how he very frequently makes attractive cards by bunching all the lettering off to the side, but how he balances the mass with a spot of color or decorative border on the other side.

If you think of the relative attractiveness or attention pulling power of each





of the elements in a sign, you will understand why some layouts which seem but haphazard arrangements, look good.

There are two other principles of design which will help you to get that element of elegance in your show cards that distinguishes the work of the professional, namely: Proportion and Shape Harmony.

## Proportion

This principle like many others in design, is largely a matter of feeling, and therefore most people just hit upon the right proportions for things naturally.

In sign and show card work we solve our first problem in proportion when we decide upon the shape of the card we are going to use. Shall it be square or oblong? If oblong, what shall its proportions be? (Of course, its actual size will depend upon the amount of lettering you have to do, and the amount of space you want to give for its display.) By proportion we mean whether it shall be twice as long as it is wide, or three times, etc.

Certain proportions have been found pleasing to most people, like three by five, six by nine. Five by eight is a

could not easily compare them. For instance an area of three square inches is not easily compared with an area of twenty square inches. They would not make a vase four inches wide by twenty-five inches high. It would be very unpleasant to look at. In other words, they avoided, on the one hand those proportions that are so simple that they seem childish, and those on the other hand that are so violent as to seem ridiculous.

## Shape Harmony

After you have decided upon the shape and outside proportions of your card, everything that goes into that card ought to harmonize with them. If you have a square card, the general mass of type ought to be square; that is, lines drawn around your lettering should make a square. If your sign is an oblong, as most frequently it will be, then the general shape of the whole

mass of your "copy" should be oblong, so as to be in harmony with the shape of the card.

For the sake of variety we sometimes use new shapes whose proportions harmonize with the card; like a circle in a square, or an oval in an oblong.

## ADVERTISING LITERATURE EXCHANGE DEPARTMENT

In this department we shall publish, free of charge, the name and address of business colleges or other schools teaching commercial subjects that are willing to exchange catalogs, circulars, school papers, or advertising matter with other schools.

See what other schools are doing and let them see what you are doing.

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OWENSBORO, KY.

Wells Academy,

Carlton Wells,

LONDON, ONT., CANADA.

Bryant & Stratton,

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334 Boylston St., BOSTON, MASS.

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Fig. 3. Showing how the copy has been grouped into masses and the masses of unequal measure balanced.

proportion which the ancient Greeks used with beautiful effect in their works of art. We can learn much from the practices of the ancient Greeks, who seem to have felt fine proportions better than any other people. For instance, they carefully avoided mechanical proportions, which one could easily discover. They would not make a thing just twice or three times as long as it is broad. They would make it somewhere between twice and three times, and in this way obtained fine differences in proportion which made the shape of their objects interesting and artistic.

Then again, they avoided proportions that varied so greatly that the mind



NEW HOME OF THE ENGLEWOOD BUSINESS COLLEGE, CHICAGO, ILL.

F. B. Bellis, president of that institution, is sending out a very unique and we believe a very effective school catalog. It is printed on light green and light gray tinted papers, and is album-like in effect. It contains numerous illustrations and complete information regarding the school, as well as considerable information regarding their new building which they recently completed and moved into, and which is said to be "America's Finest Business College Building."

The new building accommodates about 1000 students and the foundations were laid of such strength as to carry three additional stories when occasion demands, so that fully 2000 students may eventually be taken care of.

The catalog is not only of interest to prospective students of that institution

but no doubt commercial school men generally who may think of erecting a building of their own some time would find in it much of value in the way of suggestions. A staff of fifteen instructors is engaged in the institution, one of which is the well known penman and teacher of penmanship, John S. Griffith, who recently conducted a course of lessons in business writing in THE BUSINESS EDUCATOR.

We congratulate President Bellis and all of his able assistants in what they have accomplished in the way of building up such a large school, and on the completion of their desirable building which is so well equipped for commercial school purposes.

Mr. Bellis was a student in the Zanerian College of Penmanship, Columbus, Ohio, in 1898-99, and is always free to state that he got his start in the school business through his penmanship.





## Print Writing---What Is It?

By ARTHUR G. SKEELES, Supervisor,  
Columbus, Ohio

Mr. Skeeles has given considerable thought to Print Writing and has prepared two very interesting articles on the subject for the B. E. In this article he discusses the merits of Print Writing as advanced by its advocates.

The next article will contain Mr. Skeeles' own conclusions drawn from his investigations. Every teacher of penmanship who desires to keep up-to-date should read every copy of the EDUCATOR. Our columns are open for discussions pro and con on all penmanship subjects, whether they do or do not agree with our own personal views.

Probably every penmanship teacher in America has heard of the style of writing now being used widely in England, and in a small number of schools in America, variously called Print Writing, Manuscript Writing, Print Script, and sometimes simply Script. The name "Print Writing" is used in this article, since it is short and descriptive.

### What It Is

The first letter on this page was written by a schoolgirl, a pupil in King's Street School, London, England. It is one of a number of letters, all in Print Writing, sent to the pupils in Olentangy Elementary School, Columbus, Ohio, from the pupils of King's Street School. Not all the letters were as well written as this one, but all were neat as well as legible.

Print Writing seems to have been given to the modern public first in a copy-book written by Miss M. M. Bridges, and published in England in 1899. This book is now out of print, but I have some of the plates. They are exquisite examples of lettering. Miss Bridges taught only a few pupils, and it was not until 1913 that the next article appeared which has come to my notice. This was by Prof. James Shelley (1) of the Manchester University Demonstration School. This article is quoted by a number of later authors.

One of the early advocates of Print Writing is Miss S. A. Golds (2), Headmistress, St. George the Martyr Parochial Schools, London. She is given credit with furthering and perhaps starting the movement toward simplification, and the copy-book bearing her name shows plain forms of letters without shading or ornament.

In her introduction Miss Golds says: "The system of writing advocated in this little book is an attempt to revive in a simplified form, the beautiful manuscript writing of bygone years, and an earnest endeavor to help towards the improvement of the writing of the present day."

The forms of letters used in Print Writing are somewhat similar to our printing type, as the name would indicate; yet the advocates of the method insist that it is not "printing" but "writing". As T. E. Raw (3) says, discussing the name "Print-script": "The use of this word ('Print') in conjunction with 'script' may give, and in some

cases actually has given, rise to the idea among teachers that the child may be permitted to copy 'print'. Needless to say, such practice is most unsatisfactory, as the child becomes engrossed in reproducing the 'scripts' or finishing strokes rather than in mastering the letter-forms themselves."

Miss Golds (2) says: "The old illuminated manuscripts, now only to be seen in our museums, have always been a source of delight to all lovers of artistic work; but the style of writing in which they are executed, although greatly admired, has always been regarded as too laborious for these days. Upon a closer study of the matter, however, it seems probable that this beautiful work of the ancient monks

"(1) It practically removes the great disadvantages of two forms of letter with which the child has to contend in learning to read and write.

"(2) It is particularly easy to acquire, involving combinations of straight lines and circles, with the result that the serious obstacles to the child of the ascending loop is postponed until a later stage of technical skill is required.

"(3) All children can acquire it. There are no failures, as in the case of ordinary writing.

"(4) It is very legible, and forms a good basis for a permanent style of writing."

Miss Wise (1) says: "One of the most convincing reasons for the superiority of manuscript writing is evident with the beginners who in this instance need familiarize themselves with only one alphabet instead of two where reading and writing are taught simultaneously."

(It perhaps should be said here that many American teachers have used

You are lucky to have a  
little garden of your own; I wish  
I had one, so that I could  
plant all kinds of seeds. Do  
you mean that your gardens are  
at home or at school?  
I should be delighted if  
one of you would write and  
answer my questions

Part of a letter written May 22, 1924, by Nellie Jones, age 13 years, of 18 Bayham St., Camden Town, London, N. W. I. England, for the pupils of Olentangy School, Columbus, Ohio.

and scribes was, after all, done far more quickly and with much greater ease than we had imagined."

Miss Wise (1) says, speaking of Manuscript Writing, "It is, in effect, a return to the fifteenth century Italian cursive writing." In other words, this "new" style of writing is a going back to the style used by the scribes about the time printing was invented. And in this connection it is interesting to note that Princess Elizabeth, afterwards Queen Elizabeth, wrote a letter to Queen Mary on March 16, 1553, which resembles to a remarkable extent the modern print-writing. The letters are disconnected and have a slight slant, but are of the same general form as those used by the London schoolgirl in 1924. (See cuts reproduced with this article.)

### Advantages Claimed

The advantages of Print Writing are thus summarized by Dr. Kimmins ("Child Study, June, 1916, quoted in "Handwriting Reform") (1) )

both print and script at the same time in teaching beginners to read, and there seems to be no resulting confusion.)

Dr. Ballard (2) says, "Providing as it did a picture of the word as a whole which was similar to the picture of the word as it appeared in the reading book, it went a long way toward reducing the difficulties of spelling."

Miss Wise (1) says further: "Really to appreciate the true advantages of manuscript writing one should be a teacher of children of about eight years of age, and try to teach them this writing, when heretofore one has taught only the ordinary running hand."

Miss Golds (2) adds: "The children like it, and take a pride in doing it well. \* \* The progress made by the children is much more rapid than that made by them when using the ordinary script writing. The children write well at a much earlier age, and their writing cannot develop into scribble when they are older."



## Beauty

Much is said about the beauty of this style. Dr. Ballard (') says on this point: "But it is an essential part of the creed of those of us who are warm advocates of script writing [by which term he means Print Writing, as the context shows,] that the Civil Service hand [the 'business' hand most widely used in England] is as devastatingly ugly as the Victorian furniture that aroused the scorn of William Morris; and we lay it down as an aesthetic dogma that the style of handwriting that can be evolved from script [Print Writing] is incomparably more beautiful than the business hand of today."

Miss Wise (') says: "In England manuscript writing was primarily advocated because of its beauty, the beautiful simplicity of its form, and the satisfying effect that results from the right use of a good tool. At the same time the attention of the teachers was turned to good spacing and arrangement of work. This beauty not only affects the handwriting, but it at once influences the every-day surroundings in the school. As soon as it is introduced it appears at once on bulletin boards, and as skill in writing grows

Writing is not rapid enough. Miss Golds (') answers the objection thus: "It is difficult to understand why the question of speed should always be brought up when considering this style of writing, and I ignored when considering any other; but, as a matter of fact, we find that children write just as quickly when adopting this style as they did when writing the ordinary script; in fact, it has been proved that up to the age of nine they even write with greater speed, and the older children quite hold their own, contrary to what many people expect."

"In comparing speed tests, there is one thing which ought to be borne in mind, and that is, that it is not fair to compare the speed of writing of different qualities—good writing of one style ought to be compared with good writing of another, and not with scribble. It is claimed for Manuscript Writing that it can be written as rapidly as any other good writing, but scribble is not writing. Apart from the question of speed, there is much need in the present day for good writers, and, if extreme speed is required, either shorthand is used or a typewriter is resorted to."

speed of Print Writing are the following, quoted by Miss Wise (') from Dr. C. W. Kimmins, Chief Inspector of the London County Council. The pupils tested were all girls:

| Number Tested | Age | Letters per minute | Manuscript | Cursive |
|---------------|-----|--------------------|------------|---------|
| 373           | 7   | 21.6               | 18.8       |         |
| 1536          | 8   | 25.5               | 21.4       |         |
| 1609          | 9   | 34.9               | 29.3       |         |
| 1572          | 10  | 42.4               | 36.1       |         |
| 1449          | 11  | 48.7               | 44.5       |         |
| 1509          | 12  | 53.0               | 49.3       |         |
| 1246          | 13  | 60.9               | 61.0       |         |

## Writing Materials

There is much variety in the recommendations as to writing materials, position of paper, and other details. Some teachers recommend pencil or crayon or charcoal for beginners; but all insist that for advanced students a broad-nibbed pen—what is usually spoken of in America as a lettering pen—is the best instrument; and some would have beginners use this pen.

Miss Wise (') says regarding the movement to be used in Print Writing: "Any method of teaching that applies to teaching a running hand can also be applied to 'manuscript'. If arm movements are desired they can as easily be obtained with this writing as with any other; perhaps more easily obtained, as the movements are simpler. All the theories about the holding of the pen, the slope of the desk, the lighting, the slant of the hand are equally applicable."

Mr. Thomas (') says, "The edge of the book should be parallel with that of the desk," and it is hard to see how the vertical strokes could be written with regularity and uniformity were the paper in any other position. The discussion of Dr. Shelley (') regarding the slant of writing takes it for granted that the correct position for writing is that in which the lines of writing run parallel to the edge of the desk nearest the body of the penman.

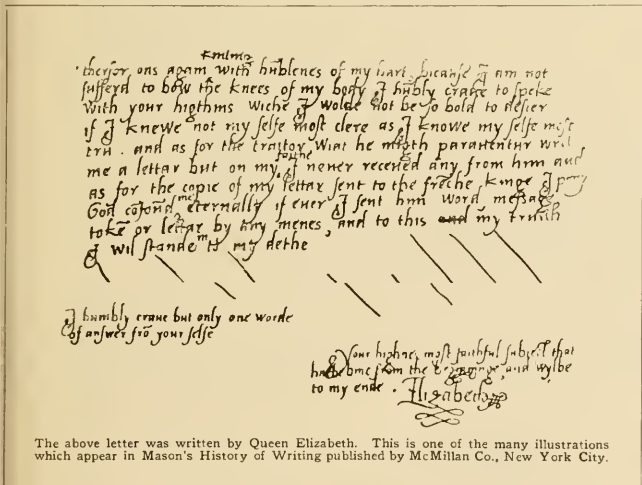
Mr. Raw (') recommends a sloping desk, "not less than one in four," and for advanced students as much as 45 degrees. He admits that the latter slant may be found tiresome at first, but adds that after a little practice this will disappear. The advantage of the great slant is that the pen may be held nearly level, thus controlling the flow of ink.

## Adult Writing

The advocates of Print Writing are not agreed as to just how it will develop as a style for adults. Miss Wise admits, "It has yet to be proved that this writing will be more legible as a mature hand."

Dr. Ballard says: "Teachers have good grounds for believing that a boy who is sent out into the world unable to write an ordinary cursive hand is placed at a disadvantage. He runs the risk of being told by a possible employer that he is lacking in one of the simplest rudiments of education—that, in fact, he can't write."

In another paragraph Dr. Ballard (Continued on page 28)



The above letter was written by Queen Elizabeth. This is one of the many illustrations which appear in Mason's History of Writing published by McMillan Co., New York City.

so does the appreciation of what are good standards in the writing of public announcements and also in printing. Criteria are established which aid in the selection of good type and suitable spacing."

Probably Miss Golds (') had the idea of beauty in mind when she wrote: "And last, but by no means least, it is morally good for the children, for it trains them in habits of orderliness, carefulness, and neatness. The children feel this themselves, as one little girl wrote: 'I think our new writing is very neat and tidy.'"

## Speed

A common criticism is that the Print

"While discussing the question of speed in writing, it ought to be always remembered that writers must never save their own time at the expense of the time of those who may have to decipher their writing; and this maxim should be inculcated as a rule of life."

Miss Wise (') says: "Dr. F. N. Freeman, in his monograph on The Handwriting Movement, found that people who acquire a great speed in writing are generally rhythmical writers. One reason why speed appears to come naturally to manuscript writers is probably that words with separate letters are more suitable for rhythmic purposes than words with joined letters."

The only figures I have seen on the



## Standardized Figures for the Pennsylvania Railroad

(At the suggestion of the Penmanship Department of the Philadelphia Public Schools, under the direction of J. G. Kirk, the Pennsylvania Railroad has standardized the making of figures. This will effect 32,000 clerks in the entire system.)

Mr. Kirk and officials of the road realize the importance of plain figures. Unlike letters, they cannot be read by context, and therefore, each one must be absolutely unmistakable. Students of penmanship and teachers will do well to study the following rules.)

### Rules for Forming Figures

- For safety in writing, the figure one must not have a connecting tick on it.
- There should be a slight curve in the final stroke for the purpose of pen lift. The curve in the final stroke, when written on lines, obviates its looking like the figure seven.
- Finish with oval for the benefit of pen lift; also looks neater.
- Slight curve at the top of the second down stroke admits of graceful-
- Angle connecting cross stroke with downward stroke slightly rounded produces rapidity and prevents the appearance of the figure four.
- Down stroke to go below the writing line to prevent conflict with the figures two and four.
- Must start towards left. Close on upward stroke, and the two loops to be about the same size.
- To maintain correct proportions, the "a" part should be above the writing line and the finish of the down stroke should be slightly below the writing line, similar to the figure seven. Also finish below the line to prevent confusion with the figure zero and the letter "a."
- Close the top to prevent confusion with the figure seven.
- Close top in order that it shall not be confused with the figure six, making more round than narrow.

1 2 3 4 5 6 7 8 9 0

ness and ease. Making the second stroke taller than the first, prevents it from looking like the figure seven. A low cross line, higher than the writing line base, is desirable.

- Oval finish admits of pen lift and neatness. Top part must be joined for purpose of legibility.
- Should be taller than other figures to prevent the appearance of the figure zero. The oval should be fairly small and may or may not be closed. The long stroke should be straight.

Never join the figure zero in series, and this rule should apply to any other figures.

When placing figures on sheets ruled into blocks, no portion of any figure should touch any of the guide lines of the blocks.

Where mention is made of pen lift, it means that on the curved line, the line is finished and the pen or pencil lifted as a continuous motion is made, whereas on a straight line the pen or pencil comes to a stop at the end of the stroke and is lifted directly from that position.

**Mr. W. Edward Lamb** of Malden, Mass., is the new head of the Commercial Department of the Concord, Mass., High School. He takes the place of Mr. J. F. O'Halloran, who recently passed away.

**Miss Agnes Dugan** of Andover, Mass., has recently been elected to teach in the Office Appliance Department of the Commercial High School, Providence.

**Miss Mary Ferguson** of Pueblo, Colorado, is a new teacher of shorthand in the Newark Business College, Newark, Ohio.

**Mr. A. W. Stolte**, last year teacher in the Commercial High School, Providence, has recently been chosen to teach penmanship in Strayer's Business College, Philadelphia.



**CHARLES E. WELLER**

Mr. Charles E. Weller of LaPorte, Indiana, the pioneer typist and intimate friends of Christopher Latham Sholes, inventor of the typewriter, died in San Diego, Calif., Feb. 7th, at 85.

Mr. Weller was born in Michigan in 1840. It was in Milwaukee in 1867, while a telegraph operator and student of shorthand, that he formed his intimate friendship with Sholes. Sholes at that time was laboring on his first model typewriter. Shortly after Mr. Weller removed to St. Louis to become a shorthand reporter, and on leaving, Sholes promised to send him for practical testing the first completed model, and in January, 1868, the machine arrived. This was exactly six years before the first manufactured machine, the Model 1 Remington, appeared on the market, and clearly identifies Mr. Weller as the pioneer and original typist.

This model which Sholes sent to Mr. Weller was identical with the model now in the Smithsonian Institution at Washington on which Sholes, Glidden and Soule received their patent of July 14, 1868. Mr. Weller received many letters from Sholes describing his progress in the development of his invention. These letters have been published in Mr. Weller's book, "The Early History of the Typewriter."

Mr. Weller was a prominent shorthand reporter and widely known in his profession. He was Secretary-Treasurer of the Sholes Monument Commission, created some ten years ago by the National Shorthand Reporters Association for the purpose of erecting a Sholes Monument. The necessary fund was raised through the labor of Mr. Weller, who was also the central figure at the unveiling ceremony which occurred at Milwaukee June 7, 1924. He was also a prominent figure in the celebration of the Fiftieth Anniversary of the typewriter at Iliou, N. Y., where the Remingtons began the manufacture of the first practical typewriter. He was a man of delightful personality and of earnestness of purpose.

*W. E. Lamb*

*M. F. Ferguson*

*A. W. Stolte*

*M. Dugan*



# The Gift of Gifts

Dedicated to the Lady Readers of *The Business Educator*—  
the best and most practical penmanship publication in the world.

**B**lessed, my Daughter, is the woman that doth not take herself too seriously.

Now it came to pass that at the christening of a Princess of Babylon neither the good fairies nor the wicked fairies were present. For the King said, "Go to! I am no Peter Pan!" And lo, the wicked fairies, hearing this, were exceeding wroth and plotted together to bring evil upon the girl-child. And the first said, "I shall endow this child with a plain face, so that all men shall turn from her." And the second said, "I shall bestow upon her a sharp tongue, wherewith she shall cut her own throat whenever she openeth her lips." And the third declared, "I shall mete out to her ill fortune in love and unhappiness in marriage, for I can think of no greater evil." And thereupon they rejoiced together in their wickedness. Now it so happened that a good fairy overheard them, in passing, and bethought herself how to outwit them in their evil works. And when she had taken counsel with her heart, she clapped her hands and cried joyfully, "Hola, hola, hola! I have it. Verily, I am a Wiz and a Wonder! For, behold, I shall bestow upon this woman-babe that which shall make her plain face interesting in the eyes of men! Yea, I shall give unto her that which shall soften the sharp edge of her tongue and make her words famous in the land. I shall endow her with that which shall make her to smile at all her tribulations and to laugh at all her heartaches and to endure all the sorrows of marriage with cheerfulness. Lo, I shall give her a Sense of Humor!" And so it came to pass that the damsel waxed into happy womanhood and was contented and merry and beloved all the days of her life! For verily, verily, in a world of vicissitudes, a Sense of Humor is Heaven's greatest gift to Woman! Yea, it is a staff to uphold her in sorrow, a draught to refresh her in dullness and a light to guide her at all times. It covereth her vanity and was an armor; it filleth her spirit with sympathy; it cheereth and doeth good like wine. Yea, blessed is the woman that doth not take herself too seriously; for she beareth a charmed life. And neither witches nor men can harm her!

*Verily, Verily a Little Sense of Humor is a Wonderful Thing!*



By D. Beauchamp, Los Angeles, Calif.

## SPLENDID IDEA

I am not sure whether or not I wrote you a few weeks ago to be sure and put us on the list of Business Colleges appearing in the *Business Educator*. We think it is a splendid idea for Business Colleges to exchange literature and advertising matter.

Our new school at Fairmont under the management of Mr. Shafer is growing by leaps and bounds. During the holiday vacation we secured additional space which just about doubled the capacity of the school.

T. B. Cain, Pres.

A very attractive and well printed circular has been received from Albert McIntyre of Providence, R. I., in which are displayed specimens of his skill. The circular shows very clearly the high class work produced in Mr. McIntyre's studio.

## LEARN DIPLOMA-ENGROSSING

by Mail. Earn 10 to 25 dollars per day. Complete 10-lesson course, \$5.00. Clarence C. French (de l'Academie des Beaux-Arts, Paris), Engrosser. Address: Box 119, Saugatuck, Mich.

Mrs. Lillian E. Woodbury of Poughkeepsie, N. Y., is a new commercial teacher in the High School at West Chester, Pa.

Mr. Harrison T. Sexton of Allentown, Pa., and Mr. Arnold Zempel, a recent graduate of the State Normal School at Whitewater, Wis., are two new commercial teachers in the High School at Steubenville, Ohio.

Miss Mary L. McCarthy has recently been appointed to teach commercial work in the Bound Brook, N.J., High School.



Gertrude Beers of Nebraska School of Business, Lincoln, Nebr., is the new chairman of the Shorthand Round Table of the N. C. T. F.



Rosella But'er, Springfield, Ill., Secretary Shorthand Round Table of the National Commercial Teachers Federation.



Miss Janet Biller, Des Moines High School, Second Vice-President of the N. C. T. F.

## PRINT WRITING

(Continued from page 25)

says: "If, therefore, script writing [Print Writing] is to fulfill its proper function in the school, if it is to be a real reform which will distinctly raise the general level of the nation's handwriting, it must be taught as a progressive system. It must follow a definite course. It must not rest as the baby writing of the infant school; nor even as the decorative calligraphy of the art school. Life is too short to permit of our writing to our friends or our clients as though we were presenting them with illuminated addresses. And the examinee who affected the manuscript style would pass in handwriting and fail in everything else. The writing ultimately reached must look like writing, and not like a bad imitation of print. It must have character and depart from the stark neutrality of the straight line and the circle. In fact, though it begins as printing it must end as writing."

At least one copy book, that published in London by Sir Isaac Pitman & Sons (1) provides for joining the letters after the first book is completed, although the writing remains vertical.

But Miss Golds (2) quotes three business men as approving of the writing for their employees, the following quotation being typical: "For business purposes this particular style of writing possesses a very high order of merit; it is an excellent type of commercial penmanship. \* \* I am quite content to accept your style as a good one for business purposes; it is clear and distinct."

(In this article I have quoted the opinions of those who are advocates of Print Writing. In a later article I shall give my own opinion of it, if anybody cares to know it.)

### Books Referred to in this Article

(1) Prof. James Shelley, Demonstration School Record No. II, Manchester University, Manchester, England.

(2) Miss S. A. Golds, A Guide to the Teach-

ing of Manuscript Writing, Blackie and Son, Ltd., Glasgow, Scotland.

(3) T. E. Raw, Modern Script for Schools, George G. Harrap & Co., Ltd., London. (Introduction by P. B. Ballard, D. Litt.)

(4) Miss Marjorie Wise, On the Technique of Manuscript Writing. Charles Scribner's Sons, New York.

(5) William A. Mason, A History of the Art of Writing, Macmillan Co., New York.

(6) David Thomas, Handwriting Reform, Thomas Nelson & Sons, London.

(7) Script Writing Copybook, by Edwin G. Fooks, Sir Isaac Pitman & Sons, Ltd., London.

## TEACHERS RECEIVE SURPRISE GIFTS

The American College Bureau gave a pleasant surprise to the teachers it placed during the last year by sending them remittances. It was a pro rata 10% of commissions paid, and it represents the surplus after all expenses are met.

The American College Bureau limits its field to colleges and universities, and has become a specialist bureau in that particular personnel service. College and university officials, as well as teachers, are making this office in the beautiful new Chicago Temple their headquarters when they are in Chicago. The Director, Ernest E. Olp, who has had wide experience in teacher placement work, is President of the Fisk Teachers Agency of Chicago, and is also Director of Education Service and the National Teachers Agency. He speaks with enthusiasm about this plan of operation on a cost basis, and it carries out in a practical way an ambition he has had for many years. It is their aim to put the work on a real professional basis. The success of the American College Bureau is evidence of the real need of such an organization.



My best  
Easter Wishes  
be thine

By H. C. Rice, Boston, Mass.

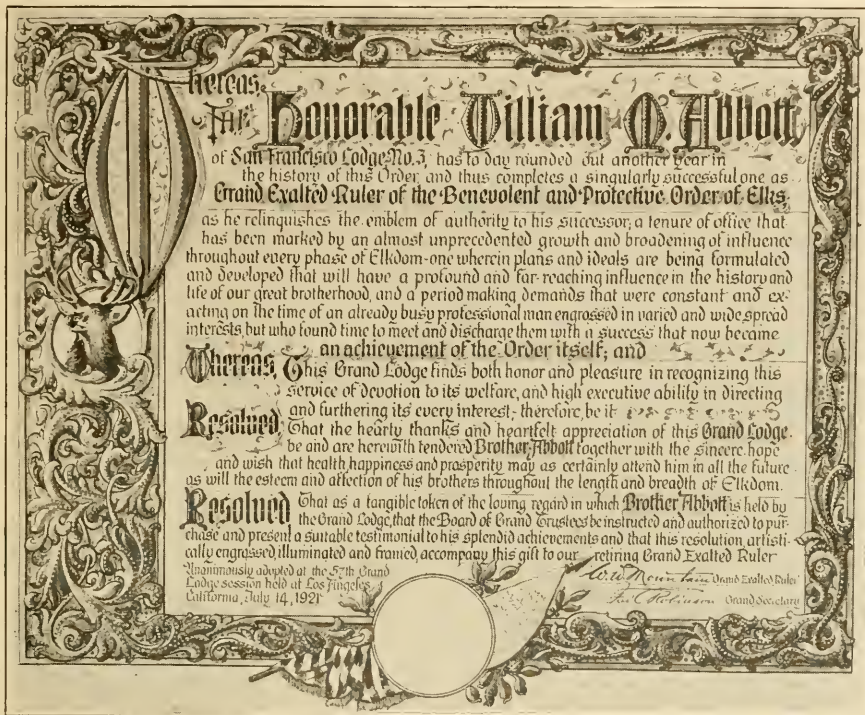
If a man does not make new acquaintances, as he advances through life, he will soon find himself left alone. A man should keep his friendship in constant repair—Johnson.

A. P. Myers who designed the cover page for the March and April issues has promised to send THE BUSI-

NESS EDUCATOR more of his work for later issues.

Mr. P. Escalon, San Francisco, Calif., who has been advertising specimens in THE BUSINESS EDUCATOR, states that he is too busy to do any writing. Evidently Mr. Escalon received more business from his advertisement than he could handle.

The American International Academy, Washington, D. C., opened its rooms to receive students in business subjects October 1. At the present time only typewriting and shorthand are taught. However, all other subjects which form a part of the training of commercial life will be added in the near future. Both the intermediate and the college work will be given.



By P. W. Costello, Scranton, Pa.

**FREE** TO BOOKKEEPERS,  
Students of Accounting,  
Commercial Teachers,  
One Set (12 Tests) any Series, NEW  
**SOM'S WEEKLY TESTS IN AC-  
COUNTING.** Series I, II, III are Ele-  
mentary, Series IV and V, Advanced.  
TPCO. 1858 INGLESIDE TER.  
WASHINGTON, D. C.

**WILLIAM G. PENGELLY**  
*Handwriting Expert and Specialist in  
Suspected Documents*  
Established 1895. Highest References.  
616 Hartman Bldg. COLUMBUS, OHIO

J. R. Rosen, an engrosser in Boston, Mass., sent us a number of photographs of his recent pen work. Mr. Rosen is not only very skillful but works very rapidly. He states that the general run of his work brings him about \$35.00 for each job, but that some prices of work run to several hundred dollars each. It seems but a short time ago that Mr. Rosen was a penmanship student here in Columbus and later lettering B. E. Certificates in the office of The Business Educator. We congratulate Mr. Rosen on his success.

#### SEEING IS BELIEVING

Send for "Penmanship Made Easy to Both Teacher and Student" and you will soon be saying with Pollyanna that you are glad, glad, glad that you did. 75 cents postpaid. H. M. Hill, Supr. of Writing, Box 725, Columbia, S. C.

#### Wanted ENGROSSERS

Two high class men who can furnish good references. One to do color work and make lay-outs. One who can do good lettering. High salaries to the right man. Submit samples. P. T. c/o BUSI-  
NESS EDUCATOR, COLUMBUS, OHIO.

James B. Kouba, Phipps San, Denver, Colo., an aspirant for the Professional Certificate sent us specimens of his business writing, ornamental penmanship, card writing and lettering. It is some of the nicest work we have received from any one working for a Professional Certificate for some time. Mr. Kouba has the ability to become a very fine professional penman.

HIGH GRADE  
**DIPLOMAS AND  
CERTIFICATES.**

Catalog and Samples Free  
**HOWARD & BROWN**  
ROCKLAND, MAINE

**H. J. WALTER, 222 Portage Avenue  
WINNIPEG, CAN.**  
**WESTERN CANADA'S MASTER PENMAN**  
Will send you two pages of the finest com-  
bination ornamental signatures, business  
capitals, etc., ever produced in Western  
Canada .....\$0.50  
Set of business capitals and a forgery proof  
signature of your name..... .20  
3 dozen Visiting Cards..... 1.00  
Samples of Penwork..... .20  
No Free Specimens





## AN EMPEROR OF BUSINESS

(Continued from page 18)

because of poor judgement, did wreck things. One of his last enterprises was to get control of the New York, New Haven and Hartford Railroad system, and then with the idea of controlling traffic they bought up trolley lines and street cars and branch railroads and steamships and everything else on wheels or afloat that carried passengers. When I came to Holyoke, seventeen years ago, New York, New Haven and Hartford railroad stock was selling above one hundred and fifty, for it paid eight per cent dividend and thousands of people all over New England had invested in this stock and depended on this dividend to pay expenses. The stock is now worth about thirty-three and it has been a good deal lower than that, for these side-lines lost money instead of making it. Possibly, if Morgan had lived, he could have prevented the wreck but I don't believe it. It was his big mistake, as Caesar's will to take the crown was his as Napoleon's march into Russia was his, as Kaiser Bill's attempt to give us a German world, ruled by the shining sword of the All Highest, was his.

This country will never again see an emperor of business in the sense that Morgan was. It is, perhaps, just as well; emperors and kings are a little out of fashion in this rather disorganized and unsettled world. There will never again appear a man in this country who can say, as Morgan did say, to great financiers: "You have been assigned so much stock in such

and such an enterprise, send in your check," and they did it without question. If any of them did question the judgment of this autocrat, he never had a chance of investing again in one of the Morgan enterprises, which were almost always very profitable. He was a wonderful man; of supreme ability in matters of finance. His like we shall not see again. His good points outweighed his bad points. He was a builder, never intentionally a wrecker, and his personal character, if not above reproach was far above that given him by his numerous detractors.

## MENTAL MEANDERINGS

(Continued from page 17)

it, although I am not particularly fussed up over the bobbed hair or the short skirts or even the rolled down stockings. I am inclined to think, though, that our youngsters may be a bit more flighty and reckless and pleasure-loving than the ones I was raised with, although I am not so dead sure even of this. We had some pretty frisky young folk in those days, and I remember that there were plenty of old kill-joys then as now, to wag their heads and solemnly aver that the world was surely going to the devil.

But the other day, I dropped into a stationery store to buy one or two pretty valentines for certain favored young friends. But the sales-girl told me that there was not one pretty one left, although the table was littered with the cheap and brutally ugly ones. The girl told me that there was very little sale for these, anymore. Just once in a while they sold one to some cheap

old vulgarian who sought a safe and inexpensive way of insulting some one he did not like. "The decent kids don't buy them" she said, "and I guess we won't order any more."

Now, I can remember vividly the time when nearly everybody would send through the mails these stupid and vulgar cartoons on St. Valentine's day, not only to people they did not like, but to their friends as well. No particular harm in it, maybe, but I am glad the young people of today have acquired gentler manners, and that the day of the ugly valentine has been left behind. Let the bitter critic of the modern young folks at least take notice of this obvious improvement.

## One on the Court

"And never let me see you back here again!" said the judge sternly.

The prisoner looked about at the jury, at the judge, at the lawyers, at the court clerks, and replied: "I won't come back, sir. I'll keep out of bad company."

## 100 CALLING CARDS 50c

With Bookform Card Case

Size 1 1/4 x 2 3/4 Pure White Vellum Finish—Waldorf Text or Old English Shaded.

Your money returned if not satisfied.

SEND STAMPS OR MONEY ORDER.

McCLURE PRINTING COMPANY

109 W. Third, Wichita, Kansas



LEARN AT HOME DURING SPARE TIME  
Write for book, "How to Become a Good Penman," and beautiful specimens. Free. Your name on card if you enclose stamp. F.W. TAMBLET, 406 Ridge Bldg., Kansas City, Mo.

## FOR SALE—BUSINESS COLLEGE

Splendid opportunity for couple to obtain flourishing business college in city of 100,000 with rich territory to draw from. Established 8 years and has splendid reputation. Growing steadily. Paying now 47% on the price asked. Centrally located with lease. Expenses low. Business last year over \$15,000. Owner must sacrifice on account of illness in family. Address Box 556, The Business Educator, Columbus, Ohio.

## A PROFITABLE VOCATION

Learn to letter Price Tickets and Show Cards. It is easy to do RAPID, CLEAN CUT LETTERING with our improved Lettering Pen. MANY STUDENTS ARE ENABLED TO CONTINUE THEIR STUDIES THROUGH THE COMPENSATION RECEIVED BY LETTERING PRICE TICKETS AND SHOW CARDS. FOR THE SMALLEST MERCHANT, OUTSIDE OF SCHOOL HOURS. Practical lettering outfit consisting of 3 Marking and 3 Shading Pens, 1 color of Lettering Ink, sample Show Card in colors, instructions, figures and alphabets prepaid \$1.00. PRACTICAL COMPENDIUM OF COMMERCIAL PEN LETTERING AND DESIGNS. 40 Pages x 8 1/2, containing: 122 plates of Commercial Pen alphabets in Show Cards in colors, etc. — a complete instruction for the Marking and Shading Pen, prepaid One Dollar. THE NEWTON AUTOMATIC SHADING PEN CO. Dept. B PONTIAC, MICH., U. S. A.



Trade Mark

Catalogue free



There are many penholders on the market; but the MAGNUSSON PROFESSIONAL is the only penholder that has won its reputation on its own merit for ornamental writing. The thin stem which is so desirable cannot be made successfully with an automatic lathe, therefore they are HAND MADE of selected rosewood. (Look for the brand.) The A. "Magnusson Professional" hand turned holders are adjusted especially for penmanship. 8 in plain, each 35c; 8 in inlaid, 75c; 12 in plain, 75c; 12 in inlaid, \$1.35.

A. MAGNUSSON, 208 N. 5th STREET, QUINCY, ILL.

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Fortieth year. We need at all times many well trained men and women for work in Salaries good. In our Chicago office a departmental Manager looks after this work. Write for information.

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## GET THEM NOW

The six 32-page books, regular price 30 cents each, Madaras Artistic Gems; Business; Lettering; Engraving; Artistic; Engraving. The 6 books sent for 63 cents.

C. W. JONES  
224 Main St., Brockton, Mass.

## Your Name in Ornamental

1 dozen cards.....35c  
A Bird Flourish.....50c  
Send 15c for samples of your name.

Satisfaction guaranteed or your money refunded.

J. R. McALLISTER, STRUHERS, OHIO



## LEARN ENGRAVING

in your spare time at home.

Thirty Lesson Plates and Printed Instruction mailed to any address on receipt of two dollars, Cash or P. O. Money Order.

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Engraver, Illustrator and Designer  
Norton Real Estate Bldg., SCHANON, PA.

## Whatever Your Question



Be it the pronunciation of vitamin or marquise or soviet, the spelling of a puzzling word—the meaning of overhead, novocaine, etc., this "Supreme Authority"

**Webster's**

## New International Dictionary

contains an accurate, final answer. 407,000 Words. 2700 Pages. 6000 Illustrations. Regular and India Paper Editions. Write for specimen pages, prices, etc. FREE Pocket Maps if you name The Business Educator.

G. & C. Merriam Co., Springfield, Mass.

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Send for my free circular.



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## EDWARD G. MILLS

Script Specialist

P. O. Drawer 982 ROCHESTER, N. Y.

The finest script for Bookkeeping Illustrations, etc., copy for which is prepared for the engraver. Send copy for estimate.



**AN ORNAMENTAL STYLE** My course in Ornamental Penmanship has helped hundreds become PROFESSORS IN ALA. Send for proof. Your name on six styles of cards if you send 10c. A. P. MEUB, Expert Penman, 2051 N. Lake Ave., Pasadena, Cal.

## For Sale

Well established Business College in Atlantic coast city. Splendid opportunity for man and wife or two persons. Fine location and low overhead expenses. Reasonable price.—Box 567, care The Business Educator, Columbus, Ohio.

## Teachers Wanted

Competent man and wife, seeking better health (no T. B.) to run new Business School and girls' dormitory on a per cent basis. Good ornamental penman preferred. Ideal location. Wonderful health giving springs. Very scenic. Address "City of Healing Waters," care Business Educator, Columbus, Ohio.

**WE SPECIALIZE** in placing Commercial and Penmanship Teachers. Send your application in now. Registration FREE.

**The Commercial Service Agency,**

P. O. Box 618 ST. LOUIS, MO.

## QUICK WORK

- He enrolled January 19, was graduated January 30, and, tho without experience, he was placed, on our recommendation, February 5, in a fine high school at \$150 a month. Of course he was splendidly trained and had all the collateral qualifications.
- She wrote of her need of a place January 23. We placed her February 11 at \$150 a month.
- He wrote late in October for a place in January. In February we placed him by wire at \$2700. Opportunity is calling. May we introduce you?

## The NATIONAL COMMERCIAL TEACHERS AGENCY

E. E. GAYLORD, Manager (A Specialty by a Specialist) Prospect Hill, Beverly, Mass.

## TEACHERS WE PLACE YOU IN THE BETTER POSITIONS

Established 1906 Unexcelled Service

We enroll only Normal and College Graduates



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## M. H. REASONER TEACHERS AGENCY

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We need You for next Fall's vacancies. We handle the best schools in the country. Commercial teachers always in demand. Let us serve your interests.

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ENROLL NOW FOR 1925

Splendid Opportunities. Free Registration. Latest Certification Booklet Furnished Members  
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FISK TEACHERS AGENCY, 28 E. Jackson Blvd., Chicago. Affiliated offices in principal cities.  
NATIONAL TEACHERS AGENCY, Southern Bldg., Washington; Security Bldg., Evanston, Bldg.  
AMERICAN COLLEGE BUREAU, Chicago Temple, Chicago; 1254 Amsterdam Ave., New York.  
EDUCATION SERVICE, 1254 Amsterdam Ave., New York; 19 So. LaSalle St., Chicago.

## POSITIONS FOR TEACHERS—

## BUSINESS COLLEGES FOR SALE

Splendid salaries, choice positions, beginning and experienced teachers wanted. Write for free literature; state qualifications briefly. Money making business colleges for sale. Write for particulars—no charge.  
Address M. S. COLE, Sec'y.

CO-OPERATIVE INSTRUCTORS' ASS'N., 41 Cole Bldg., WAFKIN, IND.

## We Specialize on Commercial Teachers Positions

Our service is not confined to any particular territory. Last year, our candidates were sent to thirty-four States.

September high school vacancies are coming in now.

FREE REGISTRATION

## CONTINENTAL TEACHERS' AGENCY

BOWLING GREEN

KENTUCKY



## SELL YOUR SERVICES

Success is the result of taking the right action at the right time. Personality and ability alone won't win—you must sell your services. Let us put you in a desirable position—now or for next year—paying 10% to 40% increase in salary. Confidential service. No obligation to accept any place. Teachers, write for details. Executives, report your vacancies.

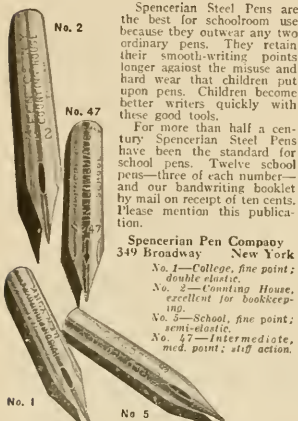
## THE SPECIALISTS' EDUCATIONAL BUREAU

ROBERT A. GRANT, President.

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# Spencerian School Pens



Spencerian Steel Pens are the best for schoolroom use because they outwear any other ordinary pens. They retain their smooth-writing points longer against the misuse and hard wear that children put upon pens. Children become better writers quickly with these good tools.

For more than half a century Spencerian Steel Pens have been the standard for school pens. Twelve school pens—three of each number—and our handwriting booklet by mail on receipt of ten cents. Please mention this publication.

Spencerian Pen Company  
349 Broadway New York

No. 1—College, fine point;

double elastic.

No. 2—Counting House,

excellent for bookkeeping.

No. 3—School, fine point;

semi-elastic.

No. 47—Intermediate,

med. point; stiff action.

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Montclair, N. J.

## BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

**A Brief Course in the History of Education**, by Paul Monroe, Ph.D. Published by the MacMillan Company, New York. Cloth cover, 413 pages.

This condensation of A TEST-BOOK IN THE HISTORY OF EDUCATION, issued in 1905, has been prepared to meet the demands of Normal and Training schools and of those colleges that have not sufficient time at their disposal for this subject to master the contents of a larger text. The great need in the study of the history of education has been the incorporation of enough historical material to give body to the subject, and to indicate the relationship between history or social life and education. This Brief Course aims to avoid the tendency towards too great generalization characteristic of most texts on the subject, and to preserve much of the concreteness of the larger text by omitting many topics, especially those that demand a philosophical treatment such as most non-collegiate students are unprepared to give. Even in the abbreviated form, this volume contains more material than other texts on the subject; but it is hoped that the use of this or any briefer text is but preliminary to the use of some larger one commensurate with the importance of the subject.

activity of the mature individual success or failure are conditioned by such facts as "The Normal Mind" presents.

This is a book that every commercial teacher, supervisor or teacher of penmanship can read with great profit.

**Cases in Retail Salesmanship**, by Natalie Kneeland. Published by the A. W. Shaw Company, Chicago, Ill. Cloth cover, 189 pages.

In this practical, first-hand study of actual retail selling situations the author adapts to retail training the case method of instruction, standard in law schools and so rapidly spreading in schools of business. In full dialogue, it presents 135 cases of retail selling for analysis and constructive criticism. Each case brings out an essential point in the technique of retail selling and shows definitely, specifically what to do and how.

Who does the best his circumstances allows does well, acts nobly; angels could do no more.—Young.



D. S. HILL

**When the Fates Decree**, by Grant Hyde Code. Published by B. J. Brimmer Company, Boston. A play for students of Vergil.

The first edition of this play, published almost ten years ago, was dedicated to students of Vergil. For almost ten years they have used the play either for collateral reading or for actual performance. That it has been of use to them the author infers from the demand for it that persisted even after it was out of print and that justified its republication.

Stage directions and suggestions for staging have been added, and the text has been thoroughly revised, although it remains school boy's work. The play does not demand costly staging. It can be played in the classroom without even the setting of music and costume.

**The Normal Mind**, by William H. Burnham, Ph.D., Professor of Pedagogy and School Hygiene in Clark University. Published by D. Appleton and Company, New York City, N. Y. Cloth cover, 702 pages.

While it is surely true that everyone wants for their children and for themselves a good supply of brains, mental health, and the ability to think clearly, yet it is equally a fact, as the new science of mental hygiene shows us, that the majority of people do not properly utilize the brains they have. Here is a book that shows how to make the most of one's native ability, how to gain the power of thinking clearly, and how to avoid the handicaps and bad mental habits by which most people's thinking is muddled and the mental health impaired. Professor Burnham in readable fashion writes of the things of everyday life that are indispensable conditions of mental health. Clearly he tells the reader what may be done to develop normal conditions of mind and prevent disintegration and mental disorder. In the healthful development of the child and in the efficient

The subject of this little biography is Mr. Dike S. Hill, a veteran in the penmanship field and one of the great all-around living penmen in the United States today.

Mr. Hill was born in Kentucky forty-eight years ago and was educated in the Lebanon, Ohio, Normal University, the Kentucky State University, and the Northern Illinois College of Peoria.

Mr. Hill was connected with the Lockyear Business College in Evansville, Indiana, for eight years, and it was during this period that he did some very active magazine work, giving lessons in all the leading penmanship journals of twenty years ago. He also did a great deal of institute and public speaking work along penmanship lines.

Mr. Hill has a well rounded education and experience, which, combined with ease of performance and fluency of speech, makes his public addresses interesting and delightful.

During the last ten years Mr. Hill has been in high school work, the last five of which have been spent in the Molesto High School, Molesto, California, where he has made a marked success of his penmanship work.

J. C. Smeltzer,

Head Com'l Dept., Molesto, Calif.

## QUILL PENS



There is nothing better for fine lettering and engrossing than pens made from turkey quills. If you are an engrossing artist and will try quill pens. Once you will never use steel pens again. I make these quill pens myself and guarantee them perfect in every way. I have used them exclusively in my engrossing work for eighteen years.

A Set of Four Pens, Different Sizes.....\$2.00

R. C. KING

701 Met. Life Bldg.,

MINNEAPOLIS, MINN.





The new gymnasium completed this winter at the Chillicothe Business College of Chillicothe, Mo., was opened to the students of the college at an exclusive student reception Jan. 13th and formally opened to the citizens of Chillicothe and friends of the school all over north Missouri at a big Reception and House Warming Jan. 15. In its athletic activity, the building was opened Jan. 16th by a 34 to 27 basketball victory over Graceland College of Lamoni, Iowa. The building is a beautiful structure of velvet mat brick with stone trim, 70x112 feet, located on the college campus fifty feet north of the main college building and erected at a cost of \$60,000. It affords a basketball court 50x85 feet, is equipped with locker rooms, shower baths and dressing rooms and has a seating capacity of 1200 students. The building was partially

financed by the business men of Chillicothe in a city-wide campaign last May and a Chillicothe architect, R. Warren Roberts, designed the building. The Chillicothe Business College is a privately owned institution utilizing a school plant of six big buildings, four of these dormitories, the plant being originally built in 1890 as a private normal. The founder, Allen Moore, Sr., was a pioneer educator in Missouri, being a product of Valparaiso University. Following his death in 1907, the sons, Allen (Jr.) and Roy, dropped the teachers training courses and made of the institution a boarding business school. The support given the school in Chillicothe, a city with a population of 6772 is remarkable but the school with its yearly enrollment of over 2000 is unquestionably the big industry of the town.

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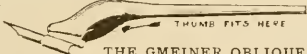
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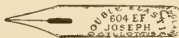
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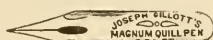
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**DR. FRANK N. FREEMAN**  
Professor of Educational Psychology,  
University of Chicago

Dr. Freeman has kindly consented to deliver a series of three or four lectures on Handwriting Problems to our summer school students next summer. Definite dates for these lectures have not been set but they will be given at some convenient time during the term.

The handwriting profession is extremely fortunate in that a nationally known educator of Dr. Freeman's ability and scholarship is interested in the teaching of handwriting. Dr. Freeman's visit to our school will offer a rare opportunity for teachers and supervisors to meet him personally and to see and hear the results of his experiments and observations in the field of handwriting. These lectures alone will be worth to you many times the time and expense involved, saying nothing about the many other good things in store for you at the Zanerian next summer.



**J. A. SAVAGE**  
Supervisor of Writing, Omaha, Nebr.

Mr. Savage has been employed as an instructor for the Zanerian Summer School. Students will receive the benefit of Mr. Savage's twenty-five years of teaching experience which includes Business Schools (teacher and principal), Country Schools, City Schools (supervisor of writing), Extension Institute, Summer Normal instructor in Nebraska, Iowa, Illinois, S. Dakota, Missouri, and University of Omaha Teachers Class in Normal Methods in writing.

Mr. Savage is a professional penman and teacher of national reputation and will add much to the Zanerian Summer School.



**MISS SAMMIE CLEVELAND**  
Director of Handwriting, Chattanooga,  
Tennessee

Miss Cleveland, the enthusiastic and cap-

able penmanship supervisor of Chattanooga, Tenn., will be one of the instructors in the Zanerian Summer School.

Miss Cleveland attended the Zanerian in 1918 and 1924. She has had valuable experience in the training of teachers by directing the handwriting in the summer school of the East Tennessee State Normal School, Johnson City, Tenn., for the past several years.

Miss Cleveland has been Director of Handwriting in the public schools of Chattanooga, Tenn., since 1918, and is also a member of the executive committee of the National Penmanship Supervisors Association. Miss Cleveland is a true representative of the "South", and our students will find in her a faithful, sympathetic friend, as well as a conscientious and inspiring teacher.



**C. SPENCER CHAMBERS**

Supervisor of Handwriting, Syracuse, N. Y.  
Public Schools and The Syracuse City  
Normal School

Mr. Chambers, who is recognized by the penmanship profession as one of the finest blackboard writers and teachers in the country, will be one of the instructors in the Zanerian Summer School.

Mr. Chambers has taught in Springfield, Mass., Portsmouth, Ohio, Covington, Ky., Cincinnati, Ohio, Pittsburgh, Pa., University of Virginia, Charlottesville, Va., Zanerian Summer School and Bliss College, Columbus, Ohio. His experience in connection with his exceptionally high order of skill in all branches of penmanship make his instruction very valuable. He is a hard working, conscientious teacher. He has spent many summers in the Zanerian. We are fortunate in again securing his services.

*Zanerian College*  
— Columbus, Ohio. —

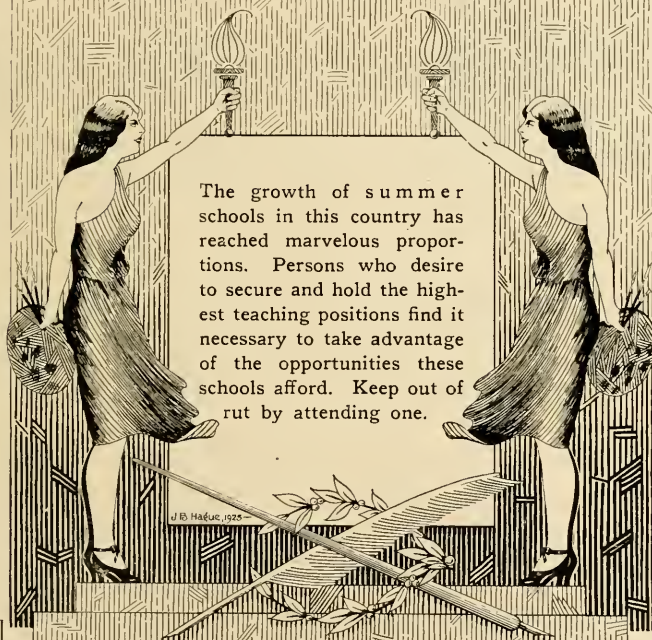
# THE BUSINESS EDUCATOR

VOL. XXX

MAY, 1925

NUMBER 9

## PENMANSHIP, ENGROSSING, BUSINESS EDUCATION



The growth of summer schools in this country has reached marvelous proportions. Persons who desire to secure and hold the highest teaching positions find it necessary to take advantage of the opportunities these schools afford. Keep out of rut by attending one.

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Calling a stenographer a secretary doesn't alter the fact, either. There is a world of difference between the meaning of "stenographer" and "secretary," and this difference in meaning is now clearly understood by the business man; the use of the term "secretary" makes him expect more.

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## A stenographer—

takes dictation and transcribes it. In fact, a stenographer is merely a "beginner." A stenographer is one who has learned the foundational subjects, shorthand and typewriting, and needs only the superstructure of secretarial technique to become a secretary. The difference in earning power, the opportunity for interesting, creative work, and the greater chances for promotion, all make secretarial work more desirable. A stenographer works under direction. It is distinctly worth while to become a secretary in all that the term implies.

## A secretary—

also takes dictation and transcribes it; but this is only the "starting" point. Shorthand and typewriting are the tools of his trade; what he has above the neck and the training he has received in secretarial technique determine very largely his value beyond that point. Definite training for secretarial service puts him into the upper reaches of distinctive achievement. A real secretary comes very close to being in the executive class. The secretary runs largely on his own motive power.

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# THE BUSINESS EDUCATOR

COLUMBUS, OHIO, MAY 1925

VOLUME XXX

NUMBER 9

ARTHUR P. HITELL, INC.

## GROWTH OF COMMERCIAL EDUCATION IN AMERICAN UNIVERSITIES

The magnitude of industry and commerce in the United States, and the increasing specialization in business operation, are being steadily reflected in the specialized collegiate courses in preparation for business, according to recent statistics by the Department of the Interior through the Bureau of Education.

In less than ten years the attendance in business departments of American universities has increased from 12,000 to nearly 80,000. The total student enrollments for the academic year 1923-24 were as follows: Accounting, 26,786; advertising, 7,145; banking and finance, 17,701; insurance, 2,140; manufacturing, 1,495; merchandising, 5,941; organization and management, 7,280; realty, 1,078; transportation, 3,761; secretarial training, 3,719; commercial teacher training, 1,368; journalism, 3,016; and public service and civic work, 2,453.

For many years the private commercial schools in this country were the only institutions giving courses in accounting, banking, secretarial training and commercial teacher training. Now the great universities are not only giving courses in these branches but in numerous other branches, one of the latest to be added being a course in realty.

We should be interested in figures showing the number of pupils that were enrolled during the school year of 1923-24 in the private commercial schools and courses pursued; also similar statistics gathered from the commercial departments of high and normal schools. Who would have dreamed twenty or twenty-five years ago that commercial education would have grown in favor to the extent that it has grown?

Its growth is due largely to the demand of business and to business men. Higher educational institutions have been forced to give it attention. We sometimes wonder what commercial education in the universities and secondary schools would be today had the private commercial schools not blazed the way.

For many years the universities and high schools seemed to frown upon the work that was being done by the private commercial schools, on the ground that the subjects taught were not cultural. Now they are going the private school some better by adding such

commercial subjects as realty and transportation.

Notwithstanding their heavy endowments and wonderful equipment, the universities cannot do the work that the commercial school is doing. The latter with its intensive training and with courses less than half as long as those given by universities fills a distinct public demand. The first-class private commercial school is doing a most important educational work, and if it continues to keep abreast of the times as it undoubtedly has in the past, it will continue to be in demand and lead the way in commercial training.



**RICHARD W. MASSEY**

**Remarkable Success of a Commercial School Man**

Commercial school men are always interested in learning what other members of the fraternity are doing.

On another page of this issue of the Business Educator appears an illustration of the ten story building Mr. Massey is now erecting in Birmingham, Alabama. The company Mr. Massey heads conducts colleges in five cities

in the South, the Birmingham institution being one of the chain of schools.

We recently complimented Mr. Massey on his success, to which he replied as follows:

"I appreciate the compliment expressed by you on the success I have achieved. Any success I may have accomplished has been by reason of the fact that I have always tried to conduct my schools upon a business basis; never exaggerating any claims in my advertising matter. I have always tried to be fair and honest in all my dealings, and the corresponding asset I have is the good will and friendships of more than seventy-five thousand former pupils of Massey Colleges. This is the most lasting monument I can leave behind me."

The story of Mr. Massey's achievement rivals in interest the language of romance, and does far more in the way of encouraging others to follow only fair and honorable ways in reaching success.

## THE BUSINESS EDUCATOR

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By THE ZANER-BLOSSER CO.  
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Advertising rates furnished upon request.

The Business Educator is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy much reach our office by the 10th of the month for the issue of the following month.



# Ideal Business Writing

By E. C. MILLS, Rochester, N. Y.

## INSTRUCTIONS

### PLATE 10

Loop letters are difficult for most penmen and students, and for that reason they are very often neglected. The loop consists of the right curve and the straight line. In order to establish the proper movement the two exercises given in Numbers 96 and 97 should be practiced first. In making the loop have the two lines cross about one-third the height of loop. Use an easy movement; a little rolling motion combined with the pulling movement will produce the loop. Make loops with a fearless movement and try to work out all nervous and broken lines.

### PLATE 11

The reversed oval principle is again taken up in this plate. Round these letters nicely. Practice each exercise, letter and word copy in the order presented, and several pages should be written with each line of copy. Try to get neat arrangement of your work as well as correct form and a free movement.

### PLATE 12

The capital **V** consists of compound curves after the small oval has been made. In order to establish the movement it is well to practice first the Copies 120 and 121. Notice that the last part of the capital **V** is not brought up quite as high as the first part. In making small **b** see that this letter is finished the same as the last part of small **w**, and leave considerable space between the loop part of the letter and the dot finishing part. In making small **t** see that this letter is crossed with a short, straight line.

IT PAYS TO WORK EACH COPY IN A VERY THOROUGH MANNER.

Now is the time to work for a Business Educator Certificate

### PLATE 10

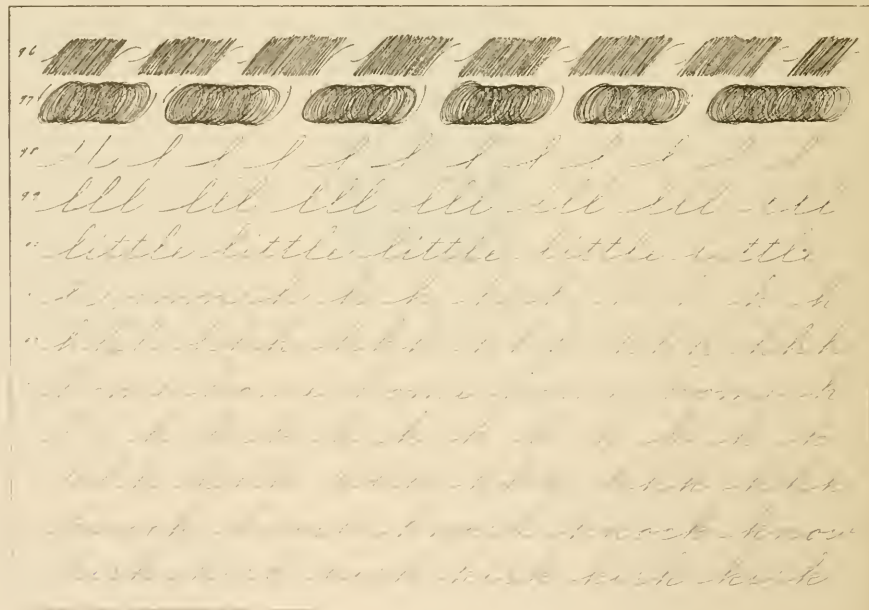






PLATE 11

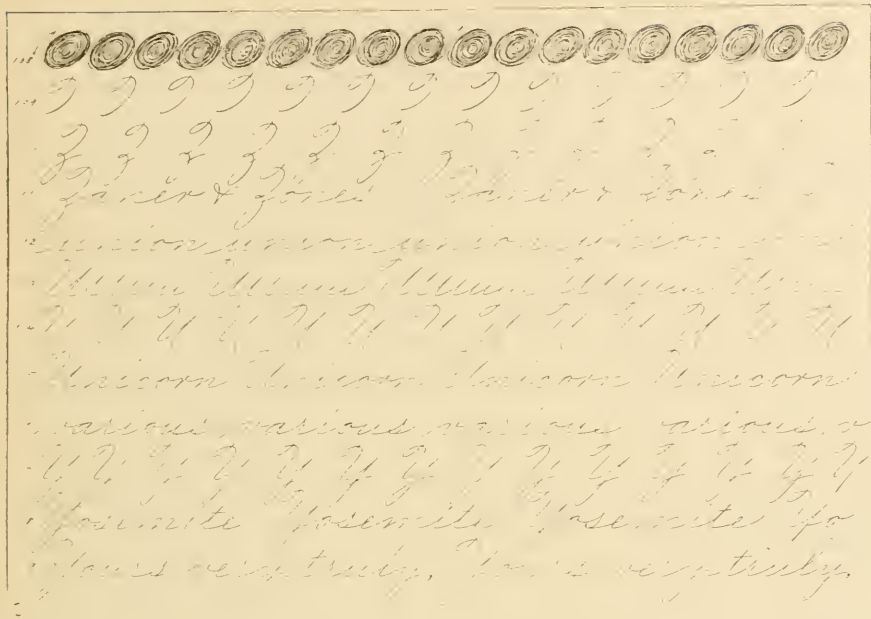
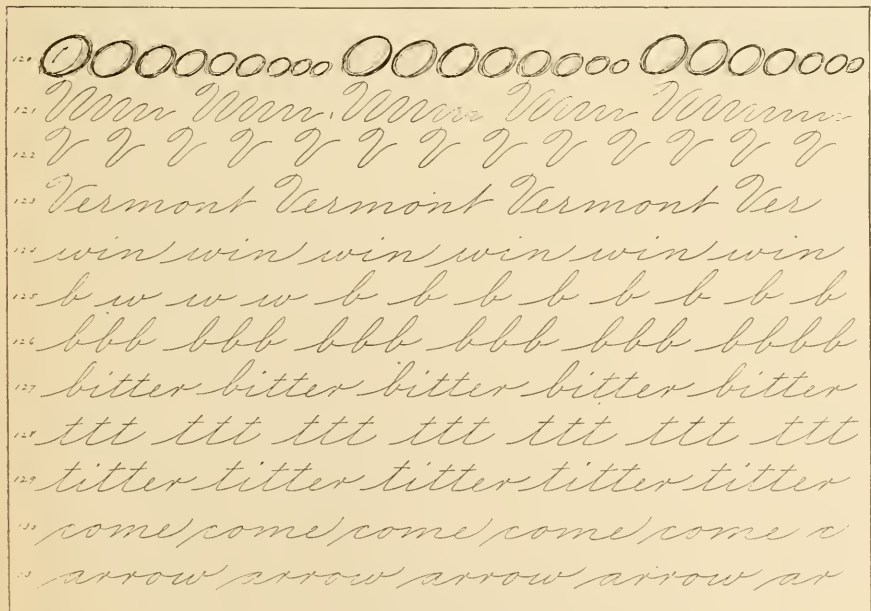


PLATE 12



# Modern Business Penmanship

By JAMES E. BROWN, Boise, Idaho

Students desiring criticism should send their copies with 10c each to Mr. James E. Brown, P. O. Box 1181, Boise, Idaho, each month. This is an excellent opportunity for you to secure high class criticism.

## LESSON FIFTY-SEVEN

One should never be careless in writing a check. Put the figures close to the dollar sign and write the amount in words in such manner that the check cannot easily be altered.

Boise, Idaho, Apr. 1, 19—  
American National Bank  
 Pay to the order of A. M. Duntun ~~\$40~~<sup>20</sup>  
 Forty and 20/100 ————— Dollars.  
 E. B. Hartman.

## LESSON FIFTY-EIGHT

Everyone should memorize the form for a receipt. Write the amount in both figures and words exactly as on a check, note or draft. Note the manner of writing "and". This aids in making forgery or alteration difficult. The "and" easily becomes "und" to be used in hundred or "and" in thousand.

Montgomery, Ala., Apr. 14, 19—  
 Received from E. W. Blosser ————— \$294<sup>95</sup>  
 Two Hundred Ninety-four and 95/100 ————— Dollars.  
 In full of all demands to date.  
 E. A. Luffer.

## LESSON FIFTY-NINE

Here we have a draft that requires an acceptance to make it a binding instrument. But this is not supposed to be a lesson in Law. How about your writing? Is it free and easy? Are you developing a real swing in your writing? You must never quit thinking and trying. Review daily.

Columbus, O., Mar. 4, 19—  
 At ten days' sight pay to the  
 order of Frank A. Marsh ————— \$45<sup>70</sup>  
 Forty five and 70/100 ————— Dollars.  
 Value received. Charge to account of  
 To Ruel R. Ames. James E. Brown.  
 Kansas City, Mo.

**LESSON SIXTY**

A signature when well written is compact and rather plain. Don't aim at fancy effects, and don't scatter your work. Keep the capitals close together and put the first small letter as close to the capital as you can get it. Join letters that join naturally.

*A.B. Bonners J.P. Brunner. H.B. Marmon.  
Mabel E. Poulson. Maurine Anderson  
A.W. Dunton. C.E. Denton. R.S. Turner  
B.E. Kester E.M. Haines Julio Echevarria*

**LESSON SIXTY-ONE**

Here we have more signatures. Study them and see if you cannot find better ways for combining some of them. Use your ingenuity but aim for simple forms and compact work. Don't lose sight of perfect legibility.

*J. J. Kennard F. J. Harman P.M. Penrod  
Eva Montgomery Mildred Graham.  
P. Quade. L.M. Mathans. E.M. Wardner  
Floyd A. Leininger W.F. Zanerian*

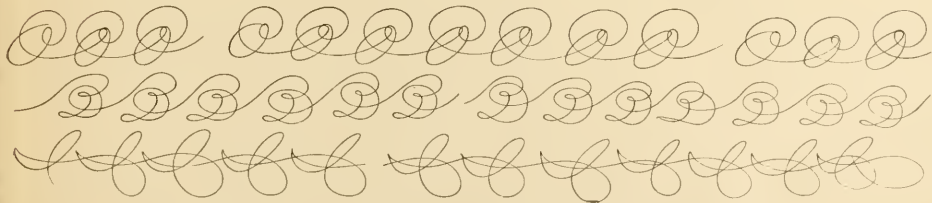
**LESSON SIXTY-TWO**

This lesson is to teach a good form to use in directing envelopes. The arrangement should balance. Things out of balance never please the eye. Try to write straight across the page without guide lines. This can be practiced by writing across lines, but better by using unruled paper.

*Miss Fannie M. Hanson,  
Minneapolis,  
1674 Purdy St., Minn.*

**LESSON SIXTY-THREE**

I have never known or heard of any good penman who was not a master of movement. Have you?



Write for an illustrated Penmanship Certificate Circular



# Business Writing

\$560  $\frac{45}{100}$

Chicago, Feb. 4, 24.

Forty-five days after  
date I promise to pay to  
the order of R. H. Harmer  
Five Hundred Sixty &  $\frac{45}{100}$  Dollars  
with 6% interest until paid.

R. F. Cameron.

By John S. Griffith, Englewood Business College, Chicago

Hartford

Comfort

Granport

Bancroft

Hanvers

By F. B. Courtney

Mr. Kenneth J. Stillman,  
612 Euclid Avenue,  
Cleveland,  
Introducing Mr. Burns, Ohio.

Dear Sir  
Gentlemen

Dear Mr. Wood

My dear Young

Yours very truly

Very truly yours

Very sincerely yours

Truly yours Yours truly

From the pen of Lupfer

## The Teacher

Teaching is a fascinating occupation. The teacher is in constant contact with youth, and it is natural for the adult to be attracted to and interested in the young. It is instinctive for the mature to protect and care for the immature.

The conditions which surround teaching stimulate and develop this impulse. It is an exacting responsibility and causes a constant demand for the most devoted service, but it is in rendering such service that many people find the richest and most satisfying values in life.

Good teachers remain young through the very contagion of youth. They may grow old in years, but in no other occupation does one have the same stimulus and opportunity to remain young in attitude and enthusiasm.

Every class is a new and different class; every pupil is different from all other pupils. There is a never-ending variety in the human materials with which the teacher deals; and this means a never-ending variety in the problems that must



# Students' Page



Teachers and Students are urged to assist in collecting material for this page  
Students who are subscribers to the B. E. may secure free criticism when working on the  
lesson in the B. E. Send return postage.

## MONTHLY PENMANSHIP CONTEST

Considerable interest has been shown in the March contest. We are reproducing on this page three specimens, submitted for the contest. We are not so sure that these specimens represented the very best writers in the contest, due to the fact that many of the specimens submitted were not in dark enough ink to reproduce. Others used heavy drawing ink with which they could not do their best. We surmise also that many others did not get into the contest because they thought they had no chance of winning. No matter if you are not the very finest writer you have a chance of getting some of your work in the Students' Page. So send along your work for the May contest. It is necessary to use an ink

which is black, not blue or colored. If you use drawing ink add enough water to it to make it flow and still produce a black line. Have your teacher help you.

Here are a few schools submitting extra good work for the March contest: Ellsworth Public Schools, Middlebourne, West Virginia, S. H. Battin, Supervisor of Writing; West Junior High School, Sioux City, Iowa, Miss Keefe, Instructor; Duquesne, Iowa, Senior High School, Miss Clara B. Schulte, Instructor; Lockyear's Business College, Evansville, Indiana, W. O. Skelton, Teacher.

### Material to Submit for May

(Some specimens, not necessarily the very finest, will be published. Send your specimen for it may be the one selected.)

1. Write the following in black ink

and send to The Business Educator, Columbus, Ohio:

**The House by the Side of the Road**  
There are hermit souls that live withdrawn,

In the peace of their self content;  
There are souls like stars that dwell apart,

In a fellowless firmament;  
There are pioneer souls who blaze their paths,

Where highways never ran;  
Let me live in a house by the side of the road,

And be a friend to man.

By Sam Walter Foss.

2. You may also copy any four line poem.

3. Write your name, age, school and teacher's name on each page.

Gentlemen:-

*I am working on the lessons in the Business Educator and like them very much. I am determined to become a better penman.*

The above is very graceful, strong, free writing. The rounding turns give it a very easy look and also make it easily read. Notice the regular spacing. This specimen was written for the March contest by Josephine Rejek, 15 years old, of the Illinois Business College, Oak Park, Illinois, A. B. Rowe, Instructor.

*I am working on the lessons in the B. E. and like them very much. I am determined to become a better penman.*

The above writing has an unusually strong free swing, which gives it plenty of action. This specimen was written for the March contest by Marie Ricketts, 15 years old, of Lockyear's Business College, Evansville, Indiana, W. O. Skelton, Teacher.

*I am working on the lessons in the Business Educator and like them very much. I am determined to become a better penman.*

The above writing is better than that done by the average high school pupil. It was written by Harriet E. Luchterhand, 15 year old student in the Senior High School, Dubuque, Iowa, Clara B. Schulte, Teacher.

(See other students' specimens on page 20)





## Beacon Lights of Penmanship

Some Notes on "A Century of Penmanship in America"

By HORACE G. HEALEY, A. M.

120 East 184th Street, New York City

### JULIUS EMORY SOULE

#### "Prince of Penmen"

Julius Emory Soule was born at Palmyra, Maine, Dec. 20, 1844. His father was Francis Asbury Soule; his mother, Susan Allen Sprague. He was educated in the Maine Public Schools and the East Maine Conference Seminary at Bucksport, Maine. He moved to New York in April, 1861, and attended the Bryant, Stratton and Folsom Business College at Albany. After graduating he was a teacher of penmanship for a number of years. During that time he traveled with P. R. Spencer, the father of Spencerian penmanship and John D. Williams, with whom he was very intimately connected. S. S. Packard once said "that to have traveled and roomed with the 'Father of Penmanship' was enough to make any man a penman."

Mr. Soule married Amelia Emma Lochner in Albany, N. Y., in 1867. They had three children, who are all married and living. In May of the following year, 1868, he went to Philadelphia to teach penmanship in the Bryant, Stratton and Kimberly Business College. On the death of Mr. Kimberly in 1870, he became proprietor until he sold out in 1885, to enter the banking and brokerage business. He retired after a number of years and traveled extensively in this country, visiting every state and territory, in addition to Mexico, Canada, and Cuba. He also toured Europe and Africa. During those years he devoted much time to amateur sports.

In 1900 he took up engrossing, and soon found that if conducted in the usual manner there was scarcely a chance for more than a competence. He realized that to make a fortune it was necessary to deal with governments and corporations; and to reach them, the best way was through large and intimate acquaintance with club members. Corporations paid generous prices, did not haggle over a matter of fifty or one hundred dollars, and settled promptly. To illustrate the quality of his customers, in all the years in that business his bad debts amounted to but \$15.50. First, he secured and always retained all the engrossing of each department of the city of Philadelphia. At that time the members of Councils were very numerous, and a great amount of business came from them. Then, he secured the work of most of the departments in Washington. Thru the acquaintance and friendship of many governors, the work of the several states came to him. In order to broaden his work, he got in touch with the consuls and ambassadors of foreign countries, and this led to his receiving orders, many of them large,



J. E. SOULE

As he appeared at the age of 60

from England, Wales, Sweden, Germany, France, Italy, Spain, Venezuela, Brazil, Mexico, Japan, Korea, Canada, etc.

Mr. Soule was a very rapid worker and in order to keep himself physically fit he gave two days a week to outdoor sports, and thus built up his health and vitality. In 1918 he retired, and since then has been enjoying travel and his clubs.

He always took an active interest in amateur sports, in which he has been very successful, having won over sixty cups, medals and prizes. When at the age of thirty-five, he began boxing and continued this steadily until he was sixty, but he abandoned this sport as rather too strenuous for a man of his age, and substituted golf. This out-



J. E. SOULE—As he is today

door life built up a strong physique, making him a powerful man, six feet two inches in height and weighing two hundred and twenty-five pounds. His summer vacations were usually passed in the Adirondacks, where he could live a happy outdoor life. He began trap shooting in the 70's and about 1880 he won the famous Bogardus medal for the championship of North America over all professionals and amateurs. He shot matches of importance in many states and countries, Egypt, Monte Carlo, Mexico, etc. Billiards was his favorite indoor recreation, and he acquired such proficiency as to be selected as one of the six to represent the United States at the Racquet Club, New York, in 1887, for the amateur championship.

Mr. Soule has a very large circle of friends; has played most good games, and is a great optimist. He delights in having visits from penmen, and always gives them a hearty welcome. Some years ago he gave a dinner in the Union League Club to H. W. Flickinger, his most intimate friend, which was attended by nearly all the penmen in Philadelphia and several from New York.

The following is a list of the clubs and societies of which Mr. Soule has been a member: The Union League Club of Philadelphia (1870), The Philadelphia Country Club, The Kettle Club, 1884 (Founder and Honorary Life Member), The Riverton Gun Club (Founder and Honorary Life Member), The Seaview Golf Club (Honorary Member), Aronmink Golf Club, New York Gun Club, Bachelors' Barge Club, Tin Whistles of Pinehurst, North Carolina, Hamilton Whist Club, Union League Auction Club, National Amateur Billiard Players' Association of America, American Club, City of Mexico, Masonic Fraternity, Mayflower Society, Sons of the Revolution, Founders and Patriots of America, New England Society, Audubon Society.

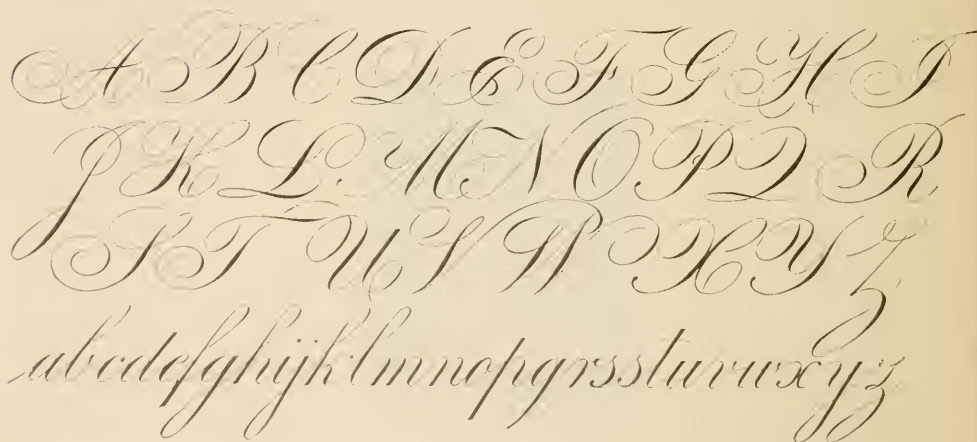
Mr. Soule says that his membership in these clubs has been invaluable in making friends and securing high grade business, besides adding much to the joy of life.

A package of very fine specimens of Penmanship has been received from David P. Foley, the penman, in Strathfield, New South Way, Australia. Mr. Foley writes very fine ornamental cards and also engraver's script.

W. I. Crandall, penmanship teacher in Saint James School, Fairbault, Minnesota, is a great believer in having his pupils work for penmanship certificates. Mr. Crandall writes a set of capitals, small letters, figures and a sentence for each pupil at the beginning of the term. The pupil practices upon this pen written copy with fine results. More students are able to get their work up to a passing grade than if they did not have this specimen of work upon.



A very fine flourish by Mr. Behrensmeyer of the Gem City Business College, Quincy, Ill.



It will pay you to study varieties of forms. The above can often be used to advantage.

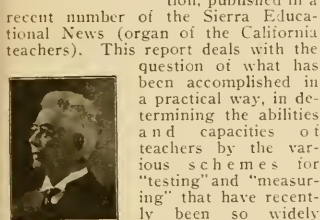


# MENTAL MEANDERINGS

By CARL MARSHALL

Route 1, Box 32, Tujunga, California

The "test and measurement" faddists should find food for reflection in a report of a special committee of the Council of Education, published in a recent number of the Sierra Educational News (organ of the California teachers). This report deals with the question of what has been accomplished in a practical way, in determining the abilities and capacities of teachers by the various schemes for "testing" and "measuring" that have recently been so widely touted and broad-



casted. While the language of the report is temperate, its conclusions are definite and anything but encouraging to those enthusiasts who profess to measure mind and character and capacity as we might measure wheat, electric current or pig iron. The committee sent out questionnaires to many able educators throughout the country, and without exception, the answers were distinctly unfavorable to the idea that teachers may be measured or tested, with any dependable accuracy by any of the schemes that have yet been proposed. Without quoting in detail from these reports, it may be sufficient to give the general conclusion of the committee, which is as follows:

After an investigation of this subject, in which various directors of educational research were questioned by letter as to any studies made in this field and an examination of such published matter as could be obtained, the committee is forced to the conclusion that measuring abilities and capacities of teachers is generally recognized as a very difficult matter, possibly beyond the power of even fairly exact measurement and fraught with many possibilities of doing harm to the teachers examined by using the uncertain ratings for determining employment, standing in a salary schedule, or preterment in promotions.

George C. Bush, Chairman,  
S. J. Brainerd,  
Blanche Reynolds,  
Miss M. L. Richmond,  
Committee.

## The Case Against Tobacco

A southerner who has made a good many millions by manufacturing and selling cigarettes, has given several of his millions to a needy college. It would be an appropriate condition of his gift had the donor stipulated that a course should be established in the college for the purpose of teaching the students the evils and disadvantages of the tobacco habit, but it is hardly likely that he did so. Nobody with a grain of sense, so far as I know, has ever had the hardihood seriously to defend the tobacco obsession as being a good thing for its victims. I have never known a man or woman who had sunk so low

in the scale of decency and self-respect as to deliberately advise a young man or a young woman to learn to smoke or chew. Why? The answer is easy. Everybody knows that nicotine, the thing that puts "kick" into tobacco, is a narcotic drug that hampers, and weakens the nervous system, and never yet did a particle of good to anybody. Tobacco users all know this better than anyone else, and will admit it if they are honest, or not egotistic enough to try to justify a bad habit that they lack the will to break.

There are other counts in the indictment. The variety of odors—not to say stenches, that attach to tobacco, render its users personally offensive to many inoffensive folk who are too polite or considerate to make complaint. To a man who keeps his own person and bodily tissues free from tobacco, there are not many scents more sickening than the stench of an ancient pipe or the mephitic breath of a tobacco addict. The million men and the forty million women of the U. S. A. who are not tobacco users, feel that they have a right to their share of God's pure air, in unpolluted form. Yet, except for a few favored ones like me who can live out in the fragrant mountains, they are allowed to enjoy but little of their heritage, other than the few areas grudgingly set apart for them and protected by "No Smoking" signs that are as often as not, coolly disregarded by the smokers. Very selfish, no doubt, this preference for pure air.

There are other facts less obvious. Physicians know that tobacco greatly reduces our powers of resistance and disease. When I was stricken with the deadly influenza in Boston in 1918, the first thing my doctor (who happened to be one of the greatest physicians in the city) asked me was whether I was a user of liquor or tobacco. When I told him I wasn't, he said: "Good! You are all right; just eat lightly and keep quiet for a week," and he was gone without so much as leaving me a drop of medicine, though I ached from head to foot, and my temperature was 104. Pneumonia, typhoid, or influenza was being blamed for sending many a man to the cemetery, when tobacco was at least an accomplice, if not the main criminal. Then, there is the financial phase. There are probably thirty million addicts in this country. A modest estimate of their individual average tobacco bills would be around fifty dollars. That would amount to a billion and a half, or enough to run the whole Government for six months. Rather a big price to pay for a hurtful habit.

Yet, I am by no means a tobacco prohibitionist. I think we already have about all the prohibition we can han-

dle. Besides, I do not believe in trying to make people wise or good by legislative enactment. That is a job for the schools and the churches rather than the law courts. It is not force we want but education. If your boy wants to learn to smoke, don't try to stop him by threats or scolding. Just say: "All right, son, if you are bound to smoke, go to it; I can't stop you. But don't smoke just because some other fellow does. Get holds of the facts, and think the matter over for yourself, and then if you decide it is the best thing for you to do, go ahead and smoke." If the matter were put up to him in that way, I do not believe that one boy in forty would decide to smoke.

Should your girl want to smoke,—but, phaw! If your girl has been raised right, she won't want to smoke!

\* \* \*

N. B. This meandering was not written for tobacco users, so they should not get peeved. It was written for those hundreds of thousands of young people who may be on the eve of acquiring the habit, but have not yet given the matter much thought.

## A Word to Certain Old Friends

The other day I got a letter from an old friend, a lady who, for a quarter of a century or more, has been conducting a good business school in a thriving town in Western Missouri. In the days when I was spending most of my time in traveling about these States persuading the school people to buy the books and other stuff my Company had for sale, I used to visit this town rather frequently, and on these occasions, I was often entertained by this lady and her family in their modest little home. But since anchoring myself out here in California, I have not seen any of these good folk or even heard from them directly. Now, this lady, after writing some nice things about the Educator "Meanderings", goes on to mildly reproach me for "forgetting old friends", because of the fact that I have failed to keep in touch with them by letter.

Now, as I happen to have two or three score of friends scattered here and there over this big country, who have the same cause to complain of my "forgetfulness" of their friendship, as has this friend out in the "show me" state, I am craving the indulgence of the Editor to broadcast a sort of general apology to these seemingly neglected friends of mine who have the right to ask "How come?"

To begin with, good friends of the North, South, East, and West, with whom I have so often broken bread in your homes, I am getting old, and the pleasure (I will not call it a duty or a task) of keeping in touch with you all by letter, through the slow and awkward manipulation of my little Corona, would leave me little time for anything else. It isn't like the old days when I could call in a bright and efficient stenographer, and talk off one or two dozen letters in one forenoon. Bright and efficient stenographers are

(Continued on page 29)





## PUBLIC SCHOOL WRITING

By Mildred Moffett

Few supervisors of handwriting have had the opportunity of acquiring such a broad view of the work as Miss Moffett has had. Before beginning her educational work she graduated from the Springfield, Ohio, Normal School and later from the Zanerian College of Penmanship, Columbus, Ohio. Previous to taking up the work as held supervisor of penmanship for the Zaner & Blosser Company she had a number of years of experience as a grade teacher and as a supervisor of writing. Then her three years' experience as held supervisor of penmanship has afforded her unusual opportunities for observation and teaching.

We are going to be able to announce here that Miss Moffett will have charge of the penmanship teacher-training courses in the University of Southern California, Los Angeles, from June 29 to August 7, 1925. No doubt many persons will be glad to avail themselves of her instruction. We predict for her a large attendance and a profitable summers' work for all who attend.

We hope to be able to present more articles from Miss Moffett's pen from time to time.

During the past few years our Public Schools have been beset with many ills which we have discarded one after another as their uselessness became apparent.

In penmanship, we were confronted with vertical, and later besieged with other methods, which were supposedly the panacea of all ills. The teacher of the present day, in many instances, is the product of that day and age when we were either taught to laboriously draw the letter forms, or worse yet, receive no instruction whatever. The result is that the children of today see many and various types of handwriting as they go from one classroom to another, some of it so poor as to be absolutely illegible, except in those localities where boards of education and superintendents of schools require all of their teachers to be able to write well and present the writing to the children in just as attractive a manner as they do other subjects.

One of the greatest needs of the teacher in training today, as always, is the ability to write skillfully and rapidly at the blackboard. By that, I mean not merely to be able to put a few ovals and formal drills on the blackboard at the time of the penmanship lesson, but to be able to write all work which she puts on the blackboard rapidly and legibly. Any teacher who will practice ten or fifteen minutes a day can acquire good writing habits at the blackboard and, in so doing, will discover an improvement in pen and ink work as well.

Much could be done to improve the handwriting of the children if every lesson were a penmanship lesson. In other words, let us learn to teach our handwriting so that it functions, rather than to follow the old-time plan of teaching handwriting fifteen minutes a day and thereafter allowing children to acquire bad posture habits and writing habits as well by failing to call attention to good posture and good writing at the beginning of each written lesson during the day.

During my visits to the various cities and towns of our country, I have found quite a number very successful teachers of handwriting in all of the grades. In most instances those teachers have

presented their work in such an attractive way that the children look forward to their writing lesson every day. In fact, the look upon the writing period as a "HELPING PERIOD".

Occasionally, one finds a teacher who is indifferent to the matter of penmanship and gives as the chief excuse for neglecting it,—"Oh, well, most of them will use a typewriter, anyway." They seem to forget that the child labors some ten or twelve years over papers written with pen or pencil before he is old enough to be introduced to the Remington or Underwood. If, in those years, he develops careless habits in manuscript work, it is very difficult for the teachers of shorthand and typewriting to overcome such tendencies. The truth of the matter is, then, most of our pupils never learn to use a typewriter and are handicapped in such a way that personal correspondence is a perfect bugbear to them all through life.



MISS MILDRED MOFFETT

There has been much discussion concerning the time when we should begin to teach the little child to write. Some are in favor of allowing the matter to drift until the actual need arises. But writing, like reading, cannot be conquered over night. It must be carefully and skillfully taught so that when the need arises, the child is prepared.

We teach reading, that the child may be able to gather information, and we should be just as particular to give him the necessary preparation for recording his own thoughts and experiences easily.

One of the greatest detriments to establishing good habits concerning handwriting in the primary grades is the plan employed by some teachers to keep children "BUSY" and out of their way by putting them to work "COPYING" stories from Readers or writing spelling words and tables many, many times. It is hard to believe, but many teachers still resort to that sort of plan for training, or punishing children.

Encouraging the children to practice at the blackboard in an orderly fashion, or when posture habits have been well fixed, to permit them to practice with the unsharpened end of a pencil or dry pen by retracing over the letters or words to be learned, would save much

grief for both the teacher and the child during the hours when the teacher must be busy with other classes. Of course, in the first and second grades, unless the teacher is very certain that the correct habits at the desk have been fixed, it would be best to do their unsupervised practicing at the blackboard rather than at their desks.

Children can be trained to practice intelligently and to help themselves. They are far happier than when assigned tasks that are mere drudgery and which at best can develop only a dislike for writing.

Teachers, it is true, many of us, like Topsy, "just grew", or were exposed to several copy books during the time when we should have been trained to write, but I believe you will agree that your present tasks would be lighter, had you acquired good writing habits while attending school. Much is being done to help us overcome our troubles regarding handwriting, and many Normal Schools and Universities are offering courses in theory and practice and methods of teaching during their summer sessions, and beside this, one may take a course in methods by correspondence and thereby help themselves and the children of today to acquire a good, serviceable business hand.

## THE LATEST ISSUE OF REMINGTON NOTES

The Spring Number of Remington Notes which recently came to our desk is fully up to the high standard of this interesting and valuable publication.

Remington Notes, which now has a circulation of over two hundred thousand copies, goes to stenographers and typists exclusively, and the only regret of the stenographer who receives it must be the fact that it comes out only four times a year.

This issue for instance, contains a short inspirational story entitled, "The Mole," with a moral for every typist. The articles on Helps and Hints to typists are very interesting and practical.

The New Model 6 Remington-Noiseless Typewriter with four-row standard keyboard is also shown and described in this issue.

Any stenographer and typist who is not now receiving Remington Notes can get on the mailing list by addressing the Remington Typewriter Company, 374 Broadway, New York.

We acknowledge receipt of a number of specimens of ornamental writing from the pen of F. E. Persons, 400 Forest Ave., Buffalo, N. Y. Mr. Persons has long been interested in penmanship, and he still does many things with the pen that one would think came from a younger penman.

First Husband: "Are you and your wife happy?"

Second Ditto: "Oh, very happy! But let's talk about something cheerful."



## THE PROFESSION LOSES AN- OTHER LEADER

It is with sad hearts that we announce the death, on April 8, of a beloved friend and a distinguished leader, H. W. Flickinger of Glenolden, Pennsylvania, one of the most skillful and highly respected men in the profession. His marvelous conception of form and his skill in execution have been the admiration and the constant inspiration of the profession for about fifty years.

His sincerity, skill and ability as a penman and teacher have inspired hundreds. In fact, there are very few penmen of the past decade who have not been influenced by his masterful work. His sterling character, his unassuming manner and his Christian life have left a deep and lasting impression on all who knew him.

The April, 1924, *Business Educator* was dedicated to Mr. Flickinger. We are glad that we published a Flickinger number when he was among us and was able to enjoy the many fine tributes paid to him by his fellow penmen in that number. They were beautiful tributes to a deserving man—a man who always gave his best and who lived, as we see it, an ideal Christian life.

He was born in Ickesburg, Pennsylvania, in 1845. In 1867 he went to Philadelphia where he has taught penmanship in the Crittenden Commercial College, the Peirce School, Prickett College of Commerce, Temple College, the Friend's Central School and the Catholic High School. He helped to produce *The New Spencerian Compendium of Penmanship*, no doubt the greatest book on penmanship published in America. He was the author of *Barnes System of Penmanship*, *One-Hundred Writing Lessons*, a series of copy books, published by the Berry Publishing Company, and Flickinger's Alphabets.

### HENRY W. FLICKINGER

On Wednesday morning, April 8th, 1925, Henry W. Flickinger passed away after several weeks of illness and suffering. A paralytic stroke some five weeks ago completely disabled his left side and since that time he had failed rapidly until the end came.

Greater tribute can be paid to no man than the expressions of love and esteem that appeared in the April, 1924, number of the *Business Educator*. Some of his most skillful pen work as far back as 1880 appeared in that number.

Those who were so fortunate as to know Mr. Flickinger were at once attracted by his grace and gentleness of character, his artistic dexterity, tact in teaching, splendid mental balance and a moral quality that appeals to all.

His marvelous conception of form, and his skill in execution have challenged the admiration of the profession for the past fifty years. But few penmen have ever approached him in the field of business and ornamental writing, in flourishing and engrossing.



H. W. FLICKINGER

As a teacher he created an interest and enthusiasm by the use of beautiful illustrations which are seldom observed in the work of any teacher. The ease and grace of execution displayed in his teaching and writing were fascinating, and his influence was far reaching among lovers of beautiful penmanship.

He was associated with Lyman P. Spencer in the preparation of that classic in penmanship, "*The New Spencerian Compendium of Penmanship*", the most beautiful collection of handwriting ever produced. He also assisted in the preparation of the penmanship exhibit at the Centennial Exposition in 1876. As a teacher he was connected with several schools and colleges in Philadelphia, including Temple College, Friends' Central School and the Catholic High School, where he had taught for the past thirty years.

Among his associates he was known as a loyal friend, a Christian gentleman and a Prince among men.

Interment was in West Laurel Hill Cemetery. The Wheeler Post of Civil War Veterans of which Mr. Flickinger was a member, attended with rifle escort, and as the shots rang out in salute and the bugle call echoed over the hills, all that was mortal of our beloved friend was laid at rest "Until the day breaks and the shadows flee away".

Henry W. Patten.

Philadelphia, April 11, 1925.

The Braxton Democrat, Sutton, W. Va., of January 29, contained an article on business education by T. B. Cain, President of the West Virginia Business College, Clarksburg, W. Va., from which we quote a few sentences as follows:

"Character must be formed, high ideals and high ideas must be constantly held before the pupil, remembering that 'Heaven is not reached by a single bound, we climb the ladder

round by round.' When you stand in the presence of a great character, you know that before that character was an achievement, it was a purpose, a wish, a dream in the secret soul chamber of the man who is its honored possessor. The formation of a noble character is a slow process of development. Therefore, it behooves us to guard carefully our innermost thoughts, for what you are you are as a result of your thought. And this being true, it would seem to be the wise thing that one begin early in training his thoughts toward the noblest and best things of life. As one directs the current of his thoughts into channels of purposeful endeavor, he will find with increasing years, a desire for things that degrade passing out of his life. \* \* \* \* \*

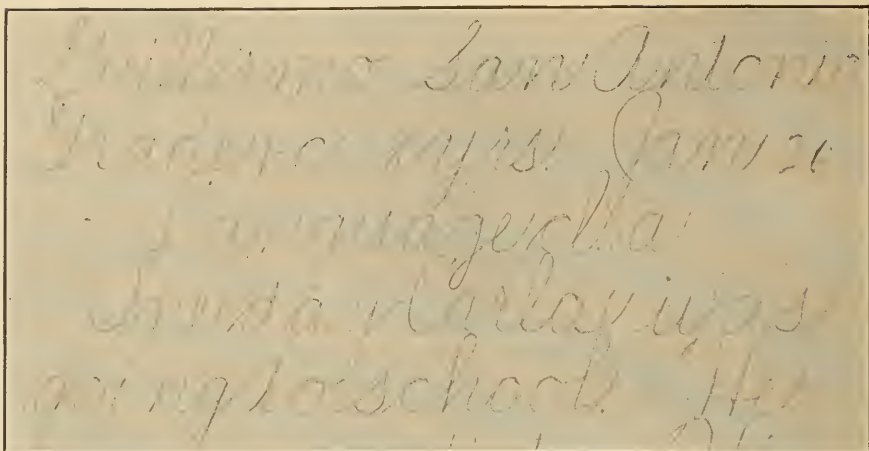
"Perhaps no question has been more fully discussed in the educational world during the past two years than that of the moral training it should be the duty of the school to impart. Aside from the home influences, nowhere can right lessons be taught so well as in the school. With the rapid commercial and industrial growth in our country, with increased mental requirements, there comes an increased demand for a higher standard in the moral tone of the individual. A need for clean, honest, respectful boys and girls; for tolerant, straightforward men and women.

"I have stressed character building and moral training, believing, as I do, that it is of transcendent importance in the boy and girl of today, who will be the men and women of tomorrow, taking their places in the professional and industrial centers of our country."

Miss Eva Wolf of Wilmington, Ohio, commercial educator of national reputation, passed away January 24, 1925, at the age of seventy years. Miss Wolf was educated in the Wilmington public schools and forty years ago entered the Oswego, N. Y., Phonographic Institute, one of the foremost business schools in the state at that time. Later she became a teacher in the institution and still later owner and directress. She was a teacher of unusual ability and executive power, and under her management the school became nationally known.

Three years ago Miss Wolf gave up her interest in the Oswego Institute and returned to her girlhood home, Wilmington, Ohio. She could not, however, resist the temptation of opening up a private class in her home. She succeeded so well in this work that officials of the Wilmington College persuaded her, about a year ago, to take over the management of the Wilmington Business Institute and Extension Department. Until the time of her death Miss Wolf had been actively engaged in managing the extension school.

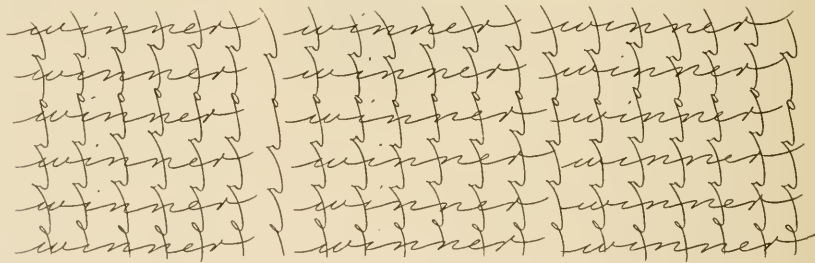
The above information was sent us by A. D. Deibert, Deibert's Private School, Philadelphia, N. Y. For a time Miss Wolf taught shorthand in his school.



This Large, Free, Zaner Method Primary Writing was written by a pupil in the schools of Cabanatuan, Division of Nueva Ecija, Philippine Islands. Mr. Luther Parker, director, submitted many other splendid specimens from the upper grades but the ink used would not reproduce.

Mr. Parker states that the best papers in all subjects are exhibited in each class room, and a general exhibition is made by-monthly on an exhibition board in his office where the very best work of 32,000 children in the province is exhibited.

Mr. Parker says that "the percentage of justified promotions due to improved handwriting conditions has improved from 60% to 85%, which means a savings of about \$50,000 to the province due to the eradication of 'repeaters'." Mr. Parker believes in teaching good handwriting in all the grades and is an enthusiastic handwriting "fan".



By John S. Griffith, teacher in Englewood Business College, Chicago, Ill.

#### GET THE STUDENTS INTERESTED

A Club of thirty-seven subscriptions is hereby acknowledged from the Diebert's Private School, Philadelphia, N.Y. Mr. A. D. Diebert, Principal, in sending in the club states, "It is due to the efforts of Raymond Valle, a student in the school, that so many of our students subscribed for **The Business Educator**. He really deserves most of the credit in getting up this club. All I did was to give the students a short talk on the value of **The Business Educator**, both in school and after they enter the business world. Mr. Valle is very much interested in penmanship and has won your Certificate of Proficiency in Penmanship."

*Never to the bow that bends  
Comes the arrow that it sends,  
Never comes the chance that passed,  
That one moment was its last."*

By Florence Olsen, High School pupil in A. P. Meub's class, Pasadena, Calif.



*Use arm movement in all writing.*

*Marie Rambaud*

By Marie Rambaud, an 8th grade pupil in Bakersfield, Calif., Miss Neva Fessenden, supervisor.

*You may go*

The above was written by Edward Ostrowske, a first grade pupil in the Buchannon, West Virginia, Public School. Miss Louise Dowtin, the Supervisor of Writing, sent us a package of specimens containing first grade work. All of it had very free, graceful lines. Miss Dowtin is securing very fine work. Her pupils are intensely interested in writing. Miss Dowtin attended the Zanerian College of Penmanship during the summer of 1924. She formerly was a Public School Teacher in North Carolina.

Learning to do lettering is much like learning to skate. It's a' show to see a fellow wrappin' his feet around his neck and twistin' his mouth around to his ear when he first goes out on the ice, and he'll even laugh at the show himself if he's a good sport. But in a few years, *R. W. O.* Oh, how Graceful! Lettering same way. Except that doing good lettering is more fun than hairin' a skate on! This stuff is not hard to do — only difficult! The first hundred years are the hardest; after that it's easy! I am now about 43, and I have it half

— Digested —  
*Chas*

Very skillful and attractive lettering by C. W. Norder, engrosser at Pittsburgh, Pa. This graceful work will bear close study.



## Show Card Lettering Made as Easy as Writing

By MAXWELL L. HELLER, M. A., LL. B.  
Head of Art Department, Seward Park High School,  
New York City

In our work in the previous lessons, we confined ourselves to the two forms of letters taught, Gothic and Roman; and we gained variety by the use of small type and large type, our various pens enabling us to make either light faced or bold faced type.

It is possible to get still greater variety. In the specimens shown in Fig. 1, we took the Gothic alphabet and changed the proportions of the letters. We made them tall and narrow

Hand lettering makes it possible to create a style lettering for a special purpose. Original lettering may tell a story almost as effectively as the words which they spell. Look at the word CATERPILLAR in the illustration. See how the artist has given the word the curves and the bends of a caterpillar. See how he has added the little feet to the bottoms of the letters.

In the word POLAR the artist has consistently varied each letter by leav-

ing the upper part white, giving the impression of snow or ice covering the tops. In the word SPAGHETTI, note that the artist has stuck a slippery, curving and gracefully sliding note in his lettering, by carefully avoiding sharp turns and corners. Compare this word with SETH THOMAS, which is as sharp and precise as you expect a clock maker to be. Note the graceful and refined italic type of ORINOKA.

Remember finally, that you never make a mistake by keeping your work simple. Plain lettering is always a virtue and at all times readable. In creating variants the tendency is always to overdo, so be on your guard.

(Continued in June)

### OUR NEW COVER PAGE

The cover page for this month was prepared by Jessie B. Hague, now a student in the Zanerian College of Penmanship, Columbus, Ohio. Mr. Hague, like many other fine penmen and artists, originated on a farm, in Ohio near Fredericksdale.



J. B. HAGUE

Mr. Hague has surprised us in the high quality of workmanship displayed on this cover page. It clearly indicates that he "has arrived". His work is extremely careful in detail and has plenty of action. The readers of THE BUSINESS EDUCATOR will see more of Mr. Hague's work from time to time. If you like this cover page, mail us a card or a letter expressing your appreciation of it. We wish that the old-timers would offer words of encouragement to our younger contributors, for it means a great deal in spurring them on to higher attainments.

### JUST MARRIED

W. A. Botts, the penman and cartoonist of the Tyler Texas Commercial College, and Miss Bertha Carmichael were married on March 8. Mr. Botts' work has appeared in THE BUSINESS EDUCATOR from time to time and we have a promise from him for more. Mr. Botts' many penmanship friends wish him much happiness and success.

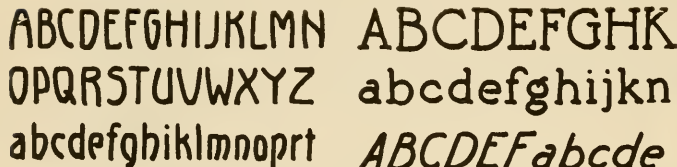


Fig. 1. Simple suggestions for modifications of the Poster Gothic style made with the Speedball lettering pens.

and gave a slight curve to the sides. Note carefully that we modified every single letter in the alphabet, and gave each the same proportions and curves. We did the same thing to the lower case, to make them match the capitals.

In the next alphabet shown, we took the Gothic alphabet and added a serif, or spur. Note again that we did this consistently throughout each letter in the alphabet, both upper and lower

ing the upper part white, giving the impression of snow or ice covering the tops. In the word SPAGHETTI, note that the artist has stuck a slippery, curving and gracefully sliding note in his lettering, by carefully avoiding sharp turns and corners. Compare this word with SETH THOMAS, which is as sharp and precise as you expect a clock maker to be. Note the graceful and refined italic type of ORINOKA.

**MOTOR OILS**  
**WROUGHT IRON**  
The Kind of Range  
**SETH THOMAS**  
**Spaghetti**  
Ready cooked ready to serve

(C) 1913 BY MAXWELL L. HELLER

**CATERPILLAR**  
REG. U.S. PAT. OFF.  
**Orinoka**  
DRAPERIES & UPHOLSTERIES  
**Polar**  
**CRISCO**  
For Frying - For Shortening  
For Cake Making

Fig. 2. Specimens of lettering that express the character of the objects they advertise. You can put character in the alphabets you create, that will re-enforce the selling value of your "copy".

case. Careful letters and poster artists, who devise their own alphabets frequently draw out an entire alphabet on a working sheet before they use them on their signs. In this way, make sure that they have created consistent letters—that is, letters that belong to each other because they are the same style.

which expresses draperies. It does this much better than the block type which says MOTOR OILS could do it. WROUGHT IRON has not the delicateness nor the refinement of SETH THOMAS and you would not expect it to have. It is bold and heavy, like wrought iron.

It is with a twofold object that we



# Print Writing---What About It?

By ARTHUR G. SKEELES, Supervisor,  
Columbus, Ohio

(The first article, quoting the views of advocates of Print Writing, appeared in the April issue.)

The attitude of the teacher or supervisor of writing toward Print Writing may well be that expressed by Dr. Frank N. Freeman of Chicago University in his paper read at the meeting of the National Association of Penmanship Supervisors at St. Louis last April.

After mentioning some of the claims made for Print Writing, Dr. Freeman said: "I am not advocating manuscript writing and I have not, in fact, given it sufficient study to form a definite opinion concerning its merits. I am here using it as an illustration of the general principle, that the possibility of new movements in the field of handwriting is not by any means exhausted. It behooves us to be on the lookout for such new movements, to be the first to examine them with care and to adopt whatever of good there may be in them instead of waiting until some outside propaganda forces them into the school without discrimination between the good and the bad."

A prominent Supervisor recently wrote me, saying, "I tell you, Skeeles, we will hear a lot more about Print Writing in the next few years." We can't help but have opinions about the matter, although it is the part of wisdom always to keep an open mind, even when we feel very certain of our position. The writer has an opinion about Print Writing which is given below, together with some of the reason.

## Comparison with Vertical Writing

In the issue of *The Penman's Art Journal* for September, 1893, there is an article on "Vertical Writing" by A. F. Newlands, Supervisor of Penmanship, Kingston, Ontario, Canada. Mr. Newlands had adopted the vertical style for the Kingston schools in the fall of 1892. He expressed his opinion of it in these words: "We believe it is the writing of the future and would urge all teachers to make careful preparation and give it a fair trial."

One of the claims for Vertical was that it was easy to teach. On this point Mr. Newlands said: "The primary teachers especially are enthusiastically in favor of vertical writing." And in another paragraph he said: "Aside from this evidence, that it is easier to teach and learn must be patent to any one who has had experience in teaching children to write and who gives the matter a thought, as he must know how difficult it is to train children to write all their letters on the same slope."

The good points of Vertical, compared with slanted writing, are thus summed up:

"1. It greatly facilitates legibility and rapidity, the prime requisites in writing.

"2. In it all hygienic conditions are most favorable.

"3. It is more easily learned than any other style, and hence will earlier become an aid in the teaching of all other school studies.

"4. It materially economizes time, material, as well as physical, mental and even moral energy."

Anyone who reads these claims, and the claims quoted in the preceding article for Print Writing must be struck with the "deadly parallel." What concerns us now is the question, Why did Vertical Writing make such a strong appeal to teachers, principals and superintendents, when its disadvantages—now generally admitted—so far outweighed its merits?

Let us approach this question by asking three others, which seem to me to form the basis for judging the value of any style of writing, or any method of teaching writing:

**One:** What is the purpose of handwriting?

**Two:** What style of handwriting best answers this purpose?

**Three:** How can this style best be taught?

Of these three questions the first is the most important, because on the answer to it depend the answers to the second and third questions. If we answer the first question by saying, "The purpose of handwriting is to enable the pupil in the elementary school to do the writing required in other school studies and make a neat-looking page," then we must admit the force of many of the arguments now put forth in favor of Print Writing, and advanced a third of a century ago in favor of Vertical Writing.

But if we propose as the answer to the first question, "The purpose of handwriting is to enable the writer to express his thoughts in writing," both Vertical Writing and Print Writing fail to meet the requirement, in my estimation.

Perhaps most of us would agree that this answer is correct, so far as adults are concerned. Is the case different with children? It is true that they need writing in their other school studies, but most of this work is expressing their own thoughts. The fact is widely noticed and often lamented that the good work in the writing lesson does not "carry over" when the pupil does written work in other subjects. Would Print Writing do better? On this point a widely-known supervisor makes an interesting observation in a recent letter to the writer. He tells of a visit to a private school where the children in the third grade were using Print Writing, and says: "It was pitiful to see the children trying to express their thoughts."

This is what we might have ex-

pected from the origin of Print Writing. It is copied from a style of writing that in most cases was not used to record the thoughts of the writer, but to copy the words of another. The "book hand" of the calligraphers was used in making books—that is, to copy in book form the matter that already existed in written form. It seems illogical to adopt their style for present-day writing, since the purpose of our writing is so different. Indeed, it is quite certain that even at the time when these beautiful examples of writing were produced, much writing was done in a more cursive, less formal and less beautiful style. Naturally the books would be more likely to be preserved than letters and memoranda, so that the examples that have been preserved of the writing of even four or five centuries ago are mostly the formal style, much like our present-day engrossing.

Having in mind the suggested answer to the first question, I should answer the second in these words: "The style that best answers the purpose of writing is connected, cursive, slanted writing, executed with a combination of arm and finger movement."

Why "connected"? Because when the attention is given to the thought rather than to the writing, each word should be written as a whole, rather than as so many separate letters; and this is more easily done when the letters are connected. Disconnected letters require attention to determine height and spacing, while with connected letters the connecting lines help to guide the pen.

It seems natural for the mind to grasp words as wholes, rather than as a combination of letters. Writing began as pictures, in which a word was usually represented by one picture. It has for years been the practice in teaching reading to teach in the beginning words, rather than letters, and children learn to read dozens of words before they can spell. And in shorthand, although it has a phonetic alphabet, words and even phrases are written and read as wholes, and not as separate letters.

Why "slanted"? Because when the arm and paper are in the position that makes rapid writing easy, slant writing naturally results. (Perhaps I shall amplify that statement in another article.)

Why "written with a combination of arm and finger movement"? Because if the writing is to be done without conscious attention the writing machine (the hand and arm) must be so used as to move along from word to word without constant readjustments, for readjustments tend to attract conscious attention. If the writing is done with the fingers only, there is likely to be a need for hitching the hand along to the right after every three or four letters. If the writing is done with "pure arm movement" attention is required to keep the fingers from moving, as they tend naturally and in-

(Continued on page 25)





## MY DAY'S WORK—HOW IT IS PLANNED AND CARRIED OUT

Wm. H. Howard, Office Training School, Columbus, Ohio

A talk given at the N.C.T.F. at Louisville, Ky.

Fellow Teachers and Friends:

In discussing the subject assigned to me, it has occurred to me that a word about the institution I represent, will give a suitable background and a proper introduction for what is to follow.

Office Training School is accredited by the State Department of Education for training commercial teachers. It is also chartered by the State of Ohio to confer the degree of B. S. C. The field from which we draw extends from Europe to the Philippines, and from Canada to the West Indies and into South America. Most of the students are high school graduates, and about ten per cent. of them have college training. Our graduates are employed on four continents.

Our specialty lies in two directions—the training of office assistants in private employment and for public positions under civil service, and the training of teachers in commercial subjects. Carrying out such a program with several hundred students in attendance, of course, requires an extensive corps of well equipped teachers. So what I shall try to give you will be a cross section of a portion of the work handled in one department.

The subject assigned me logically divides itself into three parts—the task, the plan, and the execution. A fourth might be added, namely, the result; but as this is ascertained by tests—the subject of the next paper—it should be referred to here only in a more or less general way.

As the work of teachers in various schools and of different teachers in the same school varies with circumstances, and the work of the same teacher will vary from season to season, no hard and fast program can be laid down to meet the requirements of all. One season of the year my entire program may consist of shorthand classes at different stages of advancement, while at another all my work shifts to teacher training subjects. At present I have a mixed program. I take it, however, that I am expected to discuss my topic purely from the shorthand teacher's point of view. The day's work—of what does it consist, how is it planned and carried out? It may be said that the day's work is a program, which, if persisted in and repeated often enough, is intended to convert raw material into a marketable finished product. But the program cannot be allowed to become static, else there could be no progress from day to day, for mere routine becomes "vain repetition," lifeless, uninteresting. Variety is the keynote to sustained interest, but every step must be towards the goal. The urge of more work and better work should be felt by every student as he advances. To keep this constantly before the pupils requires alertness on the teacher's part.

In a school where individual progress rather than group advancement is the basic policy, an additional problem presents itself. In the school where each class is carried along together regardless of the individual-difference factor, the work can be planned and even the time schedule fixed a semester or a year ahead. In the school receiving recruits throughout the year, and where each student is allowed to progress independently of his fellows, the program is constantly shifting. This calls for a flexible program to meet the needs of the ever changing personnel of the classes. The calls from the business world for office help do not come in bunches as bananas do nor all in one particular season of the year, hence it is desirable to have students completing the courses at different times. The flexible program is intended to meet the requirements of those entering at different times as well as the varying capacities of those entering at the same time. The same class group may include undergraduates from public secondary schools as well as high school gradu-



WM. H. HOWARD

ates and university trained people. Therefore, the task method rather than the time method must be applied. Some must needs carry heavier work represented by more subjects than others, some are able to apply themselves more effectively or longer hours each day to their work, some will find the work easier than others, and among the more mature students, professional or business experience may be brought to bear in the pursuit of the classroom work. Economic and home conditions, general interests and attitudes, social connections and general aims all have a bearing upon what can be reasonably expected and realized from the day's work. And finally, the teacher's years of experience in and out of the schoolroom, his attitude towards his work, his special educational qualifications and general adaptability, and the influence of these upon the results of the day's work, must not be left out of account.

## My Day's Work

The daily program in the shorthand department of the school I represent is divided into eleven half-hour periods, the morning session running from 8:30 to 11:30 and the afternoon session from 12:30 to 3 o'clock. All shorthand classes recite twice daily. Usually the senior dictation class is given the first double period in the morning and one period in the afternoon, and the junior class is given one period in the morning and a double period in the afternoon. This balances the program, but if at any time these classes are small and can be combined profitably, the first double period in each session is assigned to the combined group. The extra morning period from 11:00 to 11:30 spelling is given in all departments, when not only the pronunciation, spelling, definition and use of the words assigned constitute the work of the period, but in the advanced dictation classes the shorthand is also required to be written and then I spell the words back, or have some student do so, I place the shorthand forms on the board as different students announce the outlines. This gives additional opportunity for building up a shorthand vocabulary, but the students in all stages of their work are admonished to increase their writing ability in shorthand by thinking of words heard in conversation or seen in print anywhere in terms of their shorthand forms. This is highly essential if the ability to convert spoken language into shorthand is to become automatic and therefore a matter of habit.

In that my program varies from day to day throughout the week in order to provide for the weekly tests, it is really necessary to treat of the work accomplished in the week rather than during one day. The one hour period given the senior class in the morning is devoted to dictation for transcript consisting of five to ten letters from a different line of business each day, and varying in length from 150 to 300 words at different rates of speed according to their syllabic intensity, technical nature or unfamiliarity. Frequently a vocabulary of technical terms is given first and the question asked if any one wishes to know any outline. Sometimes the vocabulary is dictated the day before and the unfamiliar outlines placed on the board. This affords opportunity for additional practice before the dictation, which is then given more rapidly. Occasionally other material than business letters make up the day's gist. An editorial, an exceptionally good news article, a sermon, a poem, a humorous sketch, a portion of a drama or court testimony may serve to ring in a change from the beaten path of letters, and broadens the vocabulary. Part of the period is very profitably devoted to discussing technical business terms and customs. While the student should be encouraged to read everything he writes, time will not permit this to be done during class. But to

(To be continued)



## A NEW PROFESSION

By Albert S. Osborn, New York  
Author of "Questioned Documents", 1910;  
"The Problem of Proof", 1922.

Changes in the law, the development of photography as a means of making effective illustrations, and the general development of scientific methods of examination and exposition, have during the past twenty-five years practically created a new profession, that of the questioned document examiner.

The technical preparation and skill of the penman and teacher of penmanship afford one important and indispensable element of preparation in this matter of the examination of disputed documents. There are many persons who all their lives write and examine writing and never see and interpret many of the qualities and characteristics that writing contains. The penman learns, and the ordinary observer never knows, that the long downward stroke of a small "t", when accurately made, is not straight. He knows that the opposite curves in the pointed oval in the small "a" are not equal curves. He is able to see a divergence in slant, or a difference in size, that the ordinary observer cannot see, or rather, has not learned to see. The penman knows why lines are not smooth and understands the significance of varied impulses in making what should be single sweeping strokes. He recognizes distinctions in form that are fundamental and not merely accidental, and has cultivated the scrutinizing habit by which things can be seen that otherwise are totally invisible. Variation in these various abilities is, of course, in-born to a certain extent, but they are largely the result of training and practice.

This special technical ability is of great value to the student of disputed handwriting, but is only the first step and is not by any means all that is necessary to qualify one as an examiner of suspected handwriting. Many very serious errors in the examination of disputed handwriting have been made by engrossers and penmen who have depended entirely upon this technical ability. This technical qualification, however, is indispensable in a thorough student of the subject, and, as the penman has developed it, he has taken this important step towards preparing for the work of a document examiner. This subject should be of special interest to certain penmen and teachers of penmanship, especially in certain communities where there is no one technically qualified to make important document investigations.

A valuable and necessary phase of this preparation is the collection of reference material, including all of the different classes and kinds and qualities of handwriting, and the variations of the various systems of handwriting. With ample reference material for study and careful attention to the subject the student will soon at once recognize the foreign qualities in handwriting and usually will be able to say that this or that writer first learned to write a particular system upon

which the subsequent handwriting is based.

Reference material is on every side and thousands of specimens are available, and the main difficulty in this phase of the study is in making a wise selection and classification of the material. Writing is an almost universal accomplishment, and an industrious collector will soon gather a large amount of very valuable reference material. This should include the handwriting of the young and the aged, all kinds of foreign handwriting, and the handwriting of those who are suffering from various diseases that may affect handwriting. Finally, of course, such a collection will include photographs of questioned or suspected handwriting and various examples of anonymous letters and disguised writing that may have been under investigation. The serious student will, of course, also study the books on the subject and give some attention to the subject of ink and paper and the characteristic work of different kinds of pens and pencils, and the evidences and characteristics of erasures. This student of the subject may also take up the study of typewriting, which is a separate and distinct field of investigation, but the materials for this study are also easily available, and it is interesting and surprising how easily considerable ability in this direction can be developed by one properly equipped.

The student who contemplates testifying will, of course, give some attention to that phase of the subject, but the first thing necessary in this preparation is the technical study of the various elements that combine in a document. This study of documents is an interesting side line for a penman or teacher of penmanship even if no practical use is made of it, and in these days of women jurors, and judges, and governors, the woman teacher and penman, or penwoman, is a candidate for this interesting work as well as the man.

The qualifications necessary for success, if this work as a document examiner is to be carried far, is, first, a strength of character that is not weakened by the most seductive and persuasive arguments of those who seek assistance in their nefarious efforts to make black appear white and thus defeat justice. The second essential qualification is a student spirit of inquiry and investigation that develops what has come to be known as the scientific method which, in brief, is a devotion to truth and a scrutinizing, persistent, habitual, thorough habit of inquiry that at least leads toward the truth.

Andrew Koller informs us that he has moved his studio into larger quarters, made necessary because of increased business and additional working force. The Koller Studio is now located at 1201 Chestnut St., Philadelphia.

## PRINT WRITING

(Continued from page 23)

stinctively to do. Not that persons may not be found who write unconsciously with the fingers alone, or with the arm alone; but observation shows that the majority of persons who write much and well use both the fingers and the arm.

The answer to the third question, "How can this style best be taught?" can only be touched upon here. As the guiding principle in our teaching we must keep in mind the goal as expressed in the answer to the first question. We must hold up before our pupils, as their ideal of good writing, the rapid, legible expression of their own thoughts. Copying sentences in a copybook, and writing "movement exercises" are alike of limited value in attaining this ideal. If we are to teach children to express their thoughts in writing, we must give them practice in expressing their thoughts in writing. So long as we omit this, we shall continue to bewail the fact that the teaching of writing "doesn't function in other written work," and just so long we shall have offered such panaceas as Print Writing, Vertical Writing, mechanical devices for preventing finger movement, new styles of letters and new forms of copybooks.

(Dr. Freeman's paper is printed in full in the Report of the Tenth Anniversary Meeting of the National Association of Penmanship Supervisors. Copies can be purchased from the Treasurer, Arthur G. Skeeles, Columbus, Ohio.)

## EXAMINATION QUESTIONS

The following questions are used by the State of Illinois in their regular examination for public school teachers. The questions were outlined by D. C. Beighey of the Western Illinois State Teachers' College, Macomb, Illinois:

1. Would you teach First Grade pupils the use of pencil or pen and ink, or blackboard?  
Explain fully your reasons. If you use pencil, when would you introduce ink?
2. What is the reason for having First Grade pupils write with their elbows raised? Would you teach First Grade pupils this way?
3. Why does fore-arm muscular movement writing produce better writing than finger movement?
4. Which is of the greater importance for the First Grade: Movement, Position, or Form? Which, for the Eighth Grade? Why?
5. Write the 26 capitals in the order in which they should be introduced and taught in any class. Also write the 26 small letters in psychological order.
6. Write the first 4 lines of Lincoln's Gettysburg Address illustrative of your business penmanship.

Young men struggling to reach the top in penmanistic skill should read Marshall's article on tobacco in this issue. Few persons have strong enough constitutions or rather nervous systems to battle a set of balky penmanship muscles and tobacco at the same time. Master penmanship alone first. If you must smoke you can learn that later without much effort.



## OPPORTUNITIES IN SMALL SCHOOLS

By A. D. Deibert, Philadelphia, N. Y.

If you desire to own a school of your own it would be well to consider a small school of 25 to 100 pupils, in a small city. The expenses are likely to be small, firms like to employ country boys and girls, little advertising may be required, competition may not be very great, social conditions may be ideal, and much of the teaching may be done by yourself.

There are some disadvantages but there may be possibilities for you to build up a good, thorough school that can render a valuable service to a community and possibly pay you more than trying to start a large school in a large city.

Mr. A. D. Deibert is conducting a very successful, high grade school in Philadelphia, New York. We succeeded in getting him to tell us about his school, which we take pleasure in passing on to our readers.

You requested me to write a brief article about my school. I do not feel as if I have accomplished anything very great in building up a business school, but will say a few words on the advantages of a private school in a small town. The school was started on April 22, 1918. We had only five students on the opening day but the school kept growing gradually, and during the past two years we had to refuse pupils on account of not having room enough. The rooms we occupied accommodated only 35 students. Last summer we remodeled the second floor of our building so we could use it for school purposes, and we now have 56 students. Our rooms will accommodate 60 students.

At first, I did all the teaching myself. Later my wife spent most of her time in school. She spends only about an hour a day in school now and I have a lady teacher to assist me. We teach shorthand and typewriting and all the commercial subjects, and are conducting a bank in the advanced bookkeeping department. We also give instruction in secretarial work.

We have never spent very much money in advertising but are drawing students from four counties. Students often come a hundred miles in order to take a course with us.

Philadelphia has only about 1000 inhabitants but it is the center of a rich farming community, is centrally located and easily reached by those living in surrounding towns. We have four different railroad lines but all are controlled by the New York Central. We also have first-class auto bus service. Many of our students come in on the bus. Philadelphia is an up-to-date town. The building in which we are located is equipped with all modern improvements.

Before coming to Philadelphia I was connected with a business school at Watertown, N. Y. The distance between Philadelphia and Watertown is 17 miles. The school at Watertown is my nearest competitor. There is another school about 60 miles north of Philadelphia. However, I have drawn pupils from that town as well as from Watertown. Perhaps I could not have done as well here if I had not been well acquainted in northern New York before I opened the Philadelphia school.

Some of the advantages of having a business school in a small town are

that the small towns offer the advantages of a more wholesome atmosphere, a more fraternal social life and, in these days of high prices, a lower cost of living. The parents prefer to have their children attend school in a small town because they know that they are in better homes and are looked after more carefully than would be possible in a city.

I also find that most business men in large cities prefer to employ young men and women who were brought up on the farm or in small towns. I know this from experience, having been engaged in business school work for about 30 years. We never have had any difficulty in finding desirable positions for all of our graduates. We do not believe in short courses and we do not claim to turn out stenographers and bookkeepers in less time than ten months. We like to have the average student remain in school for about fifteen months. During this time we can train them so that they can do satisfactory work for their employers, who are always willing to pay them well for their services.

From the beginning, we made it a point not to allow any one to remain in school whose character or reputation was questionable. If any of our students could not remain in school on account of sickness or death in their families, we have always made it a rule to refund all unused tuition.

No solicitors have ever been employed. Most of our students come through the recommendation of former students.

We may enlarge our quarters by another year so that we can accommodate from 90 to 100 students. By doing a little more advertising, I think the attendance could be brought up to the one hundred mark.

If we conducted night school I think I could get about 20 students for night school work.

The school was not a paying proposition during the first two years, but since that time we have spent a considerable amount for new furniture and fixtures and we also have fifteen first-class typewriters in the school, most of them being new machines. All of our equipment is paid for and we also own the building in which the school is located, and no landlord bothers us for rent at the end of each month. The school has not brought me great wealth but I have managed to keep the wolf away from the door.

## CARDS WRITTEN 25c Per Dozen

Lessons in penmanship and bookkeeping. Resolutions engrossed. Specimens of flourishing 25c each. T. C. Patterson, 306 W. So. Grand, Springfield, Ill.

*T. C. Patterson*

*T. C. Patterson*

*T. C. Patterson*

R. R. Reed, penman in Ferris Institute, Big Rapids, Mich., wrote the above signatures.





## BACK NUMBERS

The complete Mills' Course can be supplied for all subscribers and clubs. The demand for The Business Educator, containing Mr. Mills' Course, has been much larger than we had anticipated. As a result the February number is exhausted and subscriptions have to begin with the March issue. However, reprints of the first lessons in the February number by Mr. Mills have been made. These reprints are furnished free with all subscriptions beginning with the March issue. Get your order in for subscriptions now, before the supply is exhausted.

Don't be satisfied with your penmanship until you have won a Certificate of Proficiency.



*E. R. Wood*

Mr. Wood, the genial and energetic Director of Handwriting, Huntington, West Virginia, who has attended the Zanerian a number of times, was a student in our Zaner Method Summer School again last summer.

Mr. Wood is well prepared for the work which he is doing having completed courses in the Eastern College, Front Royal, Virginia; Bliss Business College, Columbus, Ohio; Spencerian Commercial School, Cleveland, Ohio, and the Zanerian College of Penmanship, Columbus, Ohio.

Mr. Wood taught in the grade, high and normal schools previous to taking up supervision work. He has supervised handwriting in Ashtabula Harbor, Ohio, Ashtabula, Ohio, and Chattanooga, Tennessee. He has been directing the handwriting in Huntington, West Virginia, for the past six years.

Mr. Wood is a Zanerian not only by choice but by inheritance, since his father before him was also a student in our school.

THE BUSINESS EDUCATOR joins in wishing Mr. Wood continued success in his work.

1849 1924

# Frank Wiggins

## A Universal Man

His was the life of Peace, indeed;  
His life: Expounding the teachings of the Christ—  
One Creed!  
His acts of selfless Service, we greet—  
A Great Soul, in him you'd meet—  
And having met him you'd be satisfied;  
Success was his—in all things tried.

Though much in his passing on, do we regret—  
Still, there is much to rejoice in his memory— yet  
He gave such simple lessons— a Plan:  
Fairness, Justice— look square into the eye of every man!  
With notice toward none— Charity toward all—  
How sweet his Passing On— while softly the leaves  
of Autumn fall.

Though Los Angeles claimed him, as Her Own—  
To Frank Wiggins, the whole world, truly was his Home!

Design & Penwork by  
D. Beauchamp

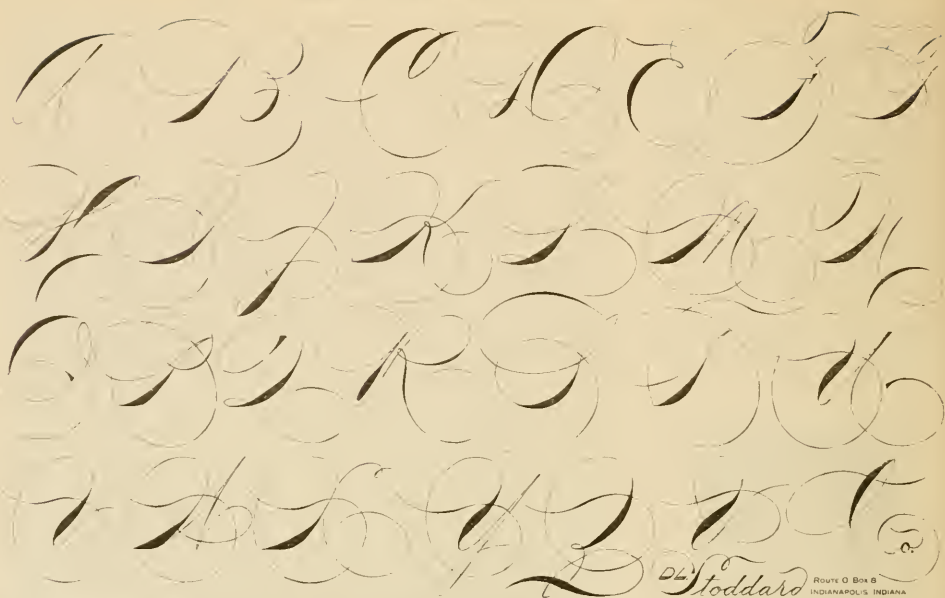
Charles L. Pryal

When Mr. Frank Wiggins, one of the most popular men in California, the secretary of the Chamber of Commerce died a few months ago, the Chamber was presented by the above poem by Mr. Chas. L. Pryal, one of California's noted poets. The engraving was done by D. Beauchamp, who is not only one of California's most skillful engrossers but one of the most skillful in the United States. The original was on sheepskin parchment 12x16. The background was in Sepia tint laid on with air brush. The initials and decorations were in 22 karat, burnished gold and the lettering all in black.

# MASTER Penmanship

By E. A. Lupfer, Columbus, Ohio

Win a Business Educator Certificate



Draughton's (Shreveport, La.) 1925 Champions; left to right: Ruth Puckett, Ruby Dupree, Myrtle McInnis, Ollie James, Era Tipton, Ruth Moon and Myrtle Wade. These young ladies were members of the Municipal League, in which there were eighteen teams. They played twenty-odd games, including the Municipal League teams, several high schools, and two picked teams from the Municipal League, without losing a single game.

The season closed with a mammoth banquet, in which all the various League teams, their sponsors and friends, participated, there being more than 600 present at the banquet. The principal speaker of the evening was the Mayor of the City. Two silver basket balls, mounted on stands, were awarded the winning teams one to the boys and one to the girls. The Draughton Team, in addition to receiving the trophy, was honored by a special medal being presented to Miss Dupree for being the best player in the Girls Division. In the Municipal League games, Draughton's made a total of 460 points—245 of these being made by Miss Dupree, and 196 by Miss James.

**THE BUSINESS EDUCATOR** delights in seeing business colleges take up athletics, which in the past has been somewhat neglected by them. It is not only wholesome recreation but it also means publicity for the schools.



## MENTAL MEANDERINGS

(Continued from page 17)

scarcely scarce up in these mountains where I live most of the time. In the next place, I am more than busy with my nature studies, the just care of my little school, which is by no means a loafing job, my newspaper work and other writing, not to mention the five or six letters per week that, following the example of President Teddy, always go to the loved ones of my own family circle.

Perhaps I have now made it clear why I have to fall back on these monthly "Meanderings" which the Educator is good enough to print, as a means of preserving at least a semblance of contact with the aforesaid friends. Do I need to write that I have not forgotten any of you, for a single conscious minute? Let me hope not. Allow me to hope also, that such of you as may not have forgotten me, will accept this Educator page as my own personal message to each and all of you, in lieu of more intimate letters that I should like to write, did circumstances permit.

## BE FIRST

To sell 100 copies of fine NEW Sacred Song, written by a Commercial Teacher. Send ten cents for sample copy and Agents proposition.

THOS. E. CUPPER, QUINCY, FLA.

**Name Cards** Ornamental style. 35c doz.; Address 10c extra dozen. Diploma filling a specialty.



Engrossers are frequently called upon to include a portrait or portrait drawing in memorial albums. Here is a fine example by P. W. Custello of Scranton, Pa. It will pay you to develop skill in drawing and you will find it very interesting.

1073 NEIL AVENUE

COLUMBUS, OHIO

## MULTUM IN PARVO — Much in little

"Penmanship Made Easy" is the sanest route to good penmanship ever put in print. So do an absolute guarantee. See "Mail Particulars" H. M. WILK, Supervisor of Writing, Columbia, S. C. Box 725.



**F. E. PERSONS** Penmanship Specialist  
408 Forest Ave., BUFFALO, N. Y.  
Finest Glossy Black Ink, 4 pt. (8 oz.) mailed securely for \$1.00. Rapid Book specimens: 12 large written cards; write a letter, or a shaded design 8 1/2 x 1 1/2 in., 20c each. The three for \$1.25, our finest work. Checks received. Mail Course Circular 2c. Card price list 2c.

## GRADUATION CARDS

Neatly written by OLIVER P. MARKEN, 1816 Buchanan St., Topeka, Kan. Ornamental 25c per doz. Script 35c per doz. or send 30c for sample dozen of both styles plus d.

## EDWARD C. MILLS

Script Specialist

P. O. Drawer 982 ROCHESTER, N. Y.

The finest script for Bookkeeping Illustrations, etc., copy for which is prepared for the engraver. Send copy for estimate.

**Learn to Write**  
LEARN AT HOME DURING SPARE TIME  
Write for book, "How to Become a Good Penman," and beautiful specimens. Free. Your name on card if you enclose stamp. F. W. TAMBLYN, 406 Ridge Bldg., Kansas City, Mo.



## WILLIAM G. PENGELLY

Handwriting Expert and Specialist in Suspected Documents

Established 1895. Highest References.  
616 Hartman Bldg. COLUMBUS, OHIO

**AN ORNAMENTAL STYLE** My course in Ornamental Penmanship has helped hundreds become PROFESSIONALS. Send for proof. Your name on six styles of cards if you send 10c. A. P. MEUB, Expert Penman, 2051 N. Lake Ave., Pasadena, Cal.

**ADVERTISE IT IN**  
**The Business Educator**





## GREGG SHORTHAND TEACHERS MEET

A better appreciation of Court and Convention Reporting was asked by Mr. Edward J. McNamara, principal of the High School of Commerce, New York, at the April 4th meeting of the New York City Gregg Shorthand Teachers' Association, at the Hotel Pennsylvania. In this connection Mr. McNamara urged that a comprehensive course in reporting be given in the high schools. He also suggested that a strong course in secretarial training should be offered.

Mr. Conrad J. Saphier of the Bay Ridge High School then gave some most useful information on the various aspects of teaching typewriting, and Miss L. M. Pitcher of the Bronx Commercial School explained a unique method of weekly awards in connection with the Shorthand Clinic.

Mr. John J. Whalen, teacher of Gregg shorthand at Fordham University Summer School, emphasized the necessity of thoroughly developing the first few lessons in the manual, and Miss Pearl Holley of the Pratt School, New York, explained how her personal acquaintance with students has enabled her to be of more help to them.

## ADVERTISING LITERATURE EXCHANGE DEPARTMENT

In this department we shall publish, free of charge, the name and address of business colleges or other schools teaching commercial subjects that are willing to exchange catalogs, circulars, school papers, or advertising matter with other schools.

See what other schools are doing and let them see what you are doing.

**Morgantown Business Institute,**  
M. M. Capshaw,  
MORGANTOWN, W. VA.

**Thompson School,**  
C. M. Thompson, Pres.,  
YORK, PA.

**Behnke-Walker Business College,**  
J. M. Walker, Pres.,  
PORTLAND, ORE.

**National Business University,**  
Jos. W. Seay,  
OWENSBORO, KY.

**Richmond Business College,**  
Chas. Woodford Mylius, Pres.,  
Broad St. at Second, RICHMOND, VA.

**Tyler Commercial College,**  
TYLER, TEXAS.

**McCann School of Business,**  
MAHANOCY CITY, PA.

**McCann School of Business,**  
HAZLETON, PA.

**Midland College,**  
FREMONT, NEBR.

## FOR SALE—BUSINESS COLLEGE

Splendid opportunity for couple to obtain flourishing business college in city of 100,000 with rich territory to draw from. Established 8 years and has splendid reputation. Growing steadily. Paying now 47% on the price asked. Centrally located with lease. Expenses low. Business last year over \$15,000. Owner must sacrifice on account of illness in family. Address Box 566, The Business Educator, Columbus, Ohio.

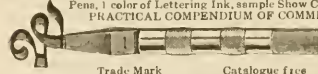
The Bryant & Stratton College, Providence, (Harry Loeb Jacobs, President; also President of the Eastern Commercial Teacher's Association) has the State right to grant Degrees. Mr. Jacobs buys his Sheepskin and Parchment Diplomas from us.

*Glod to send samples and prices if you wish them.*

**Martin Diploma Company Boston**

## A PROFITABLE VOCATION

Learn to Letter Price Tickets and Show Cards. It is easy to do RAPID, CLEAN CUT LETTERING with our improved Lettering Pens. MANY STUDENTS ARE ENABLED TO CONTINUE THEIR STUDIES THROUGH THE COMPENSATION RECEIVED BY LETTERING PRICE TICKETS AND SHOW CARDS. FOR THE SMALLER MERCHANT, OUTSIDE OF SCHOOL HOURS. Practical lettering outfit consisting of 3 Marking and 3 Shading Pens, 1 color of Lettering Ink, sample Show Card in colors, instructions, figures and alphabets prepaid \$1.00.



Trade-Mark

Catalogue free



There are many penholders on the market; but the MAGNUSON PROFESSIONAL is the only penholder that has won its reputation on its own merit for ornamental writing. The thin stem which is so desirable cannot be made successfully with an automatic lathe, therefore they are HAND MADE of selected rosewood. (Look for the brand.) The A. "Magnusson Professional" hand turned holders are adjusted especially for penmanship 8 inch plain, each 35c; 8 inch inclined, 75c; 12 inch plain, 75c; 12 inch inclined, \$1.35.

A. MAGNUSON, 208 N. 5th STREET, QUINCY, ILL.

## ALBERT TEACHERS' AGENCY

25 E. Jackson Blvd., Chicago

Fortieth year. We need at all times many well trained men and women for work in COMMERCIAL BRANCHES. Salaries good. In our Chicago office a departmental Manager looks after this work. Write for information.

OTHER OFFICES:  
Smyles Bldg., Denver

437 Fifth Ave., New York

Peyton Bldg., Spokane

## DID YOU EVER

Stop to realize that Pen Portraiture is one of the most novel and skilled phases of the Profession? It brightens the eye, broadens the mind and imparts the necessary skill and technique to one who aspires to the greater things in life.

Many try but few succeed, simply because they have not had the proper initiatory training. The old adage "If you do not succeed, try, try again" can be cast to the winds if you will avail yourself the opportunity of taking this special course. It consists of everything from the tranquility of drawing a straight line and the A B C's to the loftiest peaks of those few skilled ones who excel in the Art. Fifty Dollars an introductory fee will pay for this wonderful course.

Address

**ARTHUR P. MYERS**

ARTIST PENMAN

963 E. Market St. York, Pa.

## LEARN DIPLOMA—ENGROSSING

By Mail. Earn 10 to 25 dollars per day. Complete 10-lesson course, \$5.00. Clarence C. French (de l'Academie des Beaux-Arts, Paris), Engrosser. Address: Box 119, Saugatuck, Mich.

**WANTED** To buy or lease a good business school. What have you? Address Box 568, care THE BUSINESS EDUCATOR, Columbus, Ohio.

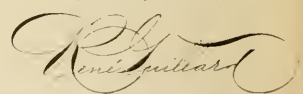
**H. J. WALTER, 222 Portage Avenue**  
WINNIPEG, CAN.

## WESTERN CANADA'S MASTER PENMAN

Will send you two pages of the finest commercial ornamental signatures, business capitals, etc., ever produced in Western Canada ..... \$0.50  
Set of business capitals and a forgery proof ..... .20  
Signature of your name ..... .20  
3 dozen Visiting Cards ..... 1.00  
Samples of Penwork ..... .20  
No Free Specimens

## LEARN PENMANSHIP BY MAIL

from one of America's finest penmen.  
Send for my free circular.



1212 Elmwood Ave. EVANSTON, ILL.

**Your Scrap Book** should contain my specimens: 1 doz. finest white cards, 25c; 1 doz. light and dark colored cards in black, white and gold inks, 35c; Ornate poem, 25c; Large specimen of engrossing and bird-flourish combined, on blue card-board with black, white and gold inks, 50c. All of the above sent for \$1.00.

F. N. LAWRENCE, PORTLAND, INDIANA

## Your Name in Ornamental

1 dozen cards ..... 35c  
A Bird Flourish ..... 50c

Send 15c for samples of your name.

Satisfaction guaranteed or your money refunded.

**J. R. McALLISTER, STRUHERS, OHIO**



## Detection of Forgery

### A Treatise on Disputed Handwriting and Typewriting

By WM. ABEL WEAVER  
Examiner and Photographer of Forged and Questioned Documents

Study this book, become a real expert. "It Pays." Make examinations at \$25.00 each. Get \$50.00 and expenses every day case is in court, as I do.

In my book I tell you how to establish the facts in 1000 copies published two weeks ago. I have less than 600 now.

Price per copy, \$1.80

**W. A. WEAVER**

412 W. 9th St., DALLAS, TEXAS

## OPPORTUNITY BECKONS

(1) Commercial man for Eastern private school, \$2000; (2) Same for Western private school, \$2500 (3) Three men for Eastern private school, up to \$3000; (4) Manager, Eastern school, \$3000; (5) Head Shortland department, Eastern school, \$2000; (6) Woman, head shortland department, Western school, \$2000; (7) Woman, Eastern shortland department, \$1800; (8) Man for Southern college, \$2000; (9) Two men for New England high school, \$2000; (10) Man for state normal school, \$2500. And dozens of others, all of it pre-seasonal demand. The regular demand is beginning. Plant application need now, reap good harvest position next fall. We're waiting for your letter.

**The NATIONAL COMMERCIAL TEACHERS AGENCY**  
E. E. GAYLORD, Manager (A Specialty by a Specialist) Prospect Hill, Beverly, Mass.

## TEACHERS WE PLACE YOU IN THE BETTER POSITIONS

Established 1906

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We enroll only Normal and College Graduates

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WM. RUFFER, PH. D. MANAGER

BRANCH OFFICES:

Portland, Ore. Minneapolis, Minn. Kansas City, Mo.  
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## THE PRATT TEACHERS' AGENCY

70 FIFTH AVENUE, NEW YORK

Receives many calls for specialists in commercial field. Exceptional opportunities for reliable registrants.  
WARREN NEVIN DRUM, Manager

## The WEST and ALASKA

More Commercial Calls than we could fill in 1924. 100% Increase in Vacancies this year.

E. L. HUFF TEACHERS AGENCY, MISSOULA, MONTANA

## LARGEST TEACHER PLACEMENT WORK IN THE U. S.

Under One Management—Direction of E. E. Olp, 28 E. Jackson Blvd., Chicago

**FSK TEACHERS AGENCY**, 28 E. Jackson Blvd., Chicago. Affiliated offices in principal cities.  
**NATIONAL TEACHERS AGENCY**, Southern Bldg., Washington; Security Bldg., Evanston, Bldg.  
**AMERICAN COLLEGE BUREAU**, Chicago Temple, Chicago; 1254 Amsterdam Ave., New York.  
**EDUCATION SERVICE**, 1254 Amsterdam Ave., New York; 19 So. LaSalle St., Chicago.

## POSITIONS FOR TEACHERS— BUSINESS COLLEGES FOR SALE

Splendid salaries, choice positions, beginning and experienced teachers wanted. Write for free literature; state qualifications briefly. Money making business colleges for sale. Write for particulars—no charge.

Address M. S. COLE, Sec'y.

CO-OPERATIVE INSTRUCTORS' ASS'N, 41 Cole Bldg., MARION, IND.

## TO TOUCH TYPEWRITING VIA GUIDE KEY CROWNS, THE FAR BETTER WAY.

M. SCUGALE, Weatherford, Texas

## ENGROSSERS ATTENTION

Established Engrossing Business in New England City. Splendidly equipped, in heart of business district, to be offered for sale at \$4000.00. Specimens and equipment alone are worth asking price. Though recently established the place does net business of \$3000.00 annually and offers a fine chance for a capable engrosser with business ability. Owner has other interests. Address Box 569, Business Educator, Columbus, Ohio.

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TO BOOKKEEPERS, Students of Accounting, Commercial Teachers, One Set (12 Tests) any Series, NEW-SOM'S WEEKLY TESTS IN ACCOUNTING, Series I, II, III are Elementary, Series IV and V, Advanced.  
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**WE SPECIALIZE** in placing Commercial and Penmanship Teachers. Send your application in now. Registration FREE.

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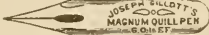
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## BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books on business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

**Commercial Law**, by I. Amster, B. S., C. P. A., Instructor of Accounting and Commercial Law, High School of Commerce and Hunter College, Extension Division, New York City. Published by Globe Book Company, New York. Cloth cover, 168 pages.

This outline of commercial law was prepared to assist students in the commercial schools, schools of accountancy, and those applying for the certified public accountant degree as given by the various state boards and the American Institute of Accountants.

At the end of every chapter there are comprehensive questions and typical problems covering the subject matter fully. Definitions not to be found elsewhere on the book are given in Chapter XIV. The Appendix lists the number of problems taken from various recent examination papers and the latest examination papers in commercial law given by the State of New York by various other states for the C. P. A. degree.

**Effective Public Speaking**, by Frederick B. Robinson, A. M., Ph.D., Published by LaSalle Extension University, Chicago. Cloth cover, 467 pages.

The table of contents is as follows: Introduction—Organization of Ideas; General Plan of a Speech; Purpose of the Introduction; Purpose of the Introduction (Continued); Arrangement of Matter in the Body of the Speech; The Conclusion; Physical Aspects of Delivery; Subjective Aspects of Delivery; Images and the Mind of the Audience; The Expression of Images—Vocabulary Building; Vocabulary Building; General Ideas of Plans; Arguments and Their Presentation; Inductive and Deductive Arguments; Argumentation, Briefing, and Floor Tactics; The Appeal to Action; Speech Material and Its Preparation; Attention of the Speaker and of the Audience; Purpose of a Speech; The Expressive Voice; Gestures; Hygiene for Public Speakers; Practical Speech Directions for Special Occasions; Practical Speech Directions (Continued); Practical Speech Directions (Concluded).

**Business Letters in Isaac Pitman Shorthand**, by Isaac Pitman & Sons, 2 West 45th St., New York City, N. Y. Paper cover, 54 pages.

It is universally recognized that good models are an important aid in developing the art of business letter writing. For this reason carefully selected letters, representative of all types of up-to-date business expression, are used by the shorthand teacher for dictation purposes. The letters assigned for shorthand reading practice, where the construction and mode of expression receive added emphasis, and where the shorthand teacher may devote attention to diction as well as shorthand principles, should be selected with equal care. The letters in this book conform to every requirement of good business letter writing.

**Examination Notes on Pitman's Shorthand**, by H. W. B. Wilson, Published by Isaac Pitman & Sons, 2 West 45th St., New York City, N. Y. Cloth cover, 96 pages.

This book is designed to assist the student in his preparation for Shorthand Theory Examinations or for the examinations for the Shorthand Teacher's Diploma, by drawing attention to points of particular importance throughout the system as developed in the INSTRUCTOR, by amplifying, in some cases, the necessarily brief instructions contained in the INSTRUCTOR, and by supplying the reason for the method adopted in various cases. A few fresh rules are added, and general hints are also furnished that are considered likely to be of service to the examination candidate.

**Office Management, Principles and Practice**, by William Henry Leffingwell. Published by the A. W. Shaw Company, Chicago. Cloth cover, 850 pages.

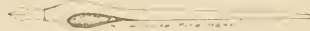
Here is a book that develops from over 20 years' experience in literally hundreds of offices, the actual principles underlying practically every activity of office management. It places special emphasis upon the significant position of the office in relation to the other departments of business and the scientific method of approach to, and handling of, all office problems. It discloses the waste in clerical work as now organized, supervised and conducted. It demonstrates the universality of the principles of scientific management.

Starting with a survey of the office in the various types of business, the author proceeds to lay bare the underlying principles of able organization and control. Step by step, he shows definitely how to analyze the problems of office management, points out the fundamental importance of standardization of the product of office work, plant, equipment and materials, and methods of desk efficiency, opening and distributing mail, recording and bookkeeping, filing and indexing, and so forth. Emphasis is placed upon selection of office personnel and methods of control.

**The Permanent of the Vocational Interests of Junior High School Pupils**, by Edward Earle Franklin, Ph.D., Published by the Johns Hopkins Press, Baltimore, Md. Paper cover, 63 pages.

The table of contents of this book is as follows: The Place of Interest in Education; The Justification of Vocational Guidance in the Junior High School; The Problem and the Methods; The Original Distribution of Vocational Choices; The Permanency from Grade 7B to Grade 9A; The Effect of the Elimination on Pupils' Vocational Interests; The Combined Effect of a Period Covering Half a Year's School Work and a Summer Vacation; The Effect of One Year on the Original Choices; The Interests and the Intelligence of the Eliminated Pupils; Are the Interests Expressed of Practical Value? The Relation of Interest to Ability, an Intensive Study of the Pupils Making Clerical Choices; Variations Among the Several Vocational Groups; a. In Permanency Percentages; b. In Intelligence Levels; The Reliability of the Data Presented; Conclusions; Appendix: Vocational Interest Questionnaire; Selected Bibliography.

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### A MONUMENT TO BUSINESS EDUCATION

Herewith is presented an illustration of the new building now being erected at Birmingham, Ala., by Mr. Richard W. Massey, President of the Massey Business Colleges located at Richmond, Va., Birmingham, Ala., Montgomery, Ala., Jacksonville, Fla., and Houston, Texas.

The building will be ten stories high; finished in white tile, with polychrome tile ornamentations; of Spanish Renaissance architecture; fireproof and modern in every way.

The Building occupies one of the most valuable corners in the financial district of Birmingham, and will represent an investment of approximately \$1,000,000.00 including the ground, and will be completed by September 1st. It is interesting to note, in this connection, that the property upon which this building is being erected, was acquired by Mr. Massey more than a quarter of a century ago; before Birmingham had assumed much importance as a city, and the ground value is now assessed at more than one hundred times the original cost of the lot, indicating the tremendous growth in Birmingham realty values.

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## NEWS NOTES

Miss Eleanor Tubbs of Ticonderoga, N. Y., has recently been elected to teach commercial subjects in the Mount Kisco, N. Y., High School.

Mr. E. G. Thayer of Campello, Mass., is a new commercial teacher in the High School and Supervisor of Penmanship at Rockland, Maine.

Miss Eva Dill is a new commercial teacher in the High School at West Bridgewater, Mass.

We want to acknowledge receipt of some fine ornamental specimens by Jesse Hardin, Louisville, Ky., who is a Business Educator Professional Certificate aspirant. Mr. Hardin can become a real fine "top notch" professional penman if we may judge from the fine specimen sent us.

The Lincoln Business College, established in 1884, and the Nebraska School of Business, established in 1905, have been consolidated under the name of Lincoln School of Commerce. Mr. T. A. Blakeslee and Mr. W. A. Robbins are the men at the head of the new organization. The combination of these two strong schools should produce a very thriving institution.

A special summer session, July 1st to August 21st, for the training of Commercial Teachers will be conducted by the new institution which is approved by the Nebraska State Department Public instruction.

## STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC.

Required by the  
Act of Congress of August 24, 1912

Of Business Educator, published monthly except July and August at Columbus, Ohio, for April 1, 1925.

State of Ohio  
County of Franklin ) ss.

Before me, a Notary Public in and for the state and county aforesaid, personally appeared E. W. Blosser, who, having been duly sworn according to law, deposes and says that he is the editor of The Business Educator, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, printed on the reverse side of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

|                                      |                               |
|--------------------------------------|-------------------------------|
| Name of                              | Post Office Address           |
| Publisher, The Zaner-Bloser Company, | 612 N. Park St., Columbus, O. |
| Editor, E. W. Blosser,               | 612 N. Park St., Columbus, O. |
| Managing Editor, E. A. Lupfer,       | 612 N. Park St., Columbus, O. |
| Business Manager, None.              |                               |

2. That the owners are: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.)

The Zaner-Bloser Company,

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| E. W. Blosser   | 612 N. Park St., Columbus, O. |
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4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the six months preceding the date shown above is (This information is required from daily publications only.)

E. W. BLOSSER, Editor.

Sworn to and subscribed before me this 27th day of March, 1925.

(EARL A. LUPFER, Notary Public.  
(My commission expires January 11, 1926.)

## Leaders in Commercial Education

Are needed to fill positions as directors and supervisors of business education in city and state departments of education. Competent men and women are needed for important positions in normal school and collegiate commercial teacher-training departments.

Teachers whose sole qualification for such positions is knowledge of or ability to teach one or more commercial subjects are not wanted for these important places. Candidates must present evidence of their understanding of the field of commercial education as a whole; of their ability to organize curriculums for various types of schools; of their ability to make business surveys and job analyses and to secure the cooperation of business men and others in their work; of their ability to train teachers in service; and in short, of their thorough grasp of all the educational principles which must underlie any attempt to do constructive work in this field.

THE GRADUATE SCHOOL OF EDUCATION OF HARVARD UNIVERSITY, Cambridge, Massachusetts, has courses that are so organized as to meet the requirements of men and women who want to make the best possible preparation for the best available positions in the field of commercial education. These courses and many other closely related courses are offered in

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Whereas, Almighty God in His wise Providence has seen fit to remove from this life the honorable

## Woodrow Wilson

the twenty-eighth President of the

## United States of America.

and  
Whereas, Woodrow Wilson has served the United States of America and the people of this nation with honor to himself and in a manner reverencing to the credit and to the people of this great nation

and  
Whereas, while serving his country as President, his activity in the World War endeared him to the entire civilized world, and he was a man beloved by all for the faithful services rendered to Democracy

Now Therefore Be It Resolved that the mayor and council of the City of Los Angeles extend to the family of the Deceased, the sincere sympathy of the people of the City of Los Angeles in the loss of a beloved husband and father, and out of respect to the memory of the honorable Woodrow Wilson that the flag upon the city hall be displayed at half mast, that a copy of this resolution be spread upon the minutes of the council session and a copy of same properly prepared be forwarded to the family of the Deceased and as a further mark of tribute and esteem that the Council do now adjourn until further transaction of business.



D. Beauchamp

By D. Beauchamp, Los Angeles, Calif.



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Instructor

NORTH CAROLINA COLLEGE FOR WOMEN  
Greensboro, N. C.  
Miss Olive Mellon, Director of Handwriting, McKeesport, Pa.  
Instructor

UNIVERSITY OF SOUTHERN CALIFORNIA  
Los Angeles, Calif.  
June 29th to August 7th, 1925

Miss Mildred Moffett, Visiting Supervisor of The Zaner-Bloser  
Company—Instructor

ASHEVILLE NORMAL AND ASSOCIATED SCHOOLS  
Asheville, N. C.  
June 10th to July 23rd, 1925

Miss Pearl Stewart, Director of Handwriting, California State  
Normal School, California, Pa.—Instructor

Some of the other Teacher Training Institutions at which the Zaner and Bloser Method of Writing will be  
taught next Summer. The names of other schools will be added as the reports come in.

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Millersville, Pa.

WESTERN ILLINOIS STATE TEACHERS' COLLEGE  
Macomb, Ill.

CENTRAL STATE NORMAL SCHOOL, Lock Haven, Pa.

STATE NORMAL SCHOOL, Indiana, Pa.

INDIANA STATE NORMAL SCHOOL, Muncie, Ind.

VALPARAISO UNIVERSITY, Valparaiso, Ind.

STATE NORMAL SCHOOL, Gorham, Me.

KENT STATE TEACHERS' COLLEGE, Kent, Ohio  
June 15th to July 24th, 1925

A. G. Skeeles, Director of Handwriting, Columbus, O., Instructor  
UNIVERSITY OF NORTH CAROLINA, Chapel Hill, N. C.  
Miss Matte-Conn Baldon, Visiting Supervisor of The  
Zaner-Bloser Company—Instructor

SEASHORE SUMMER SCHOOL, Oriental, N. C.  
June 9th to July 17th, 1925  
Frank H. Arnold, Director of Handwriting, Spokane, Washington  
Instructor

BOWLING GREEN STATE NORMAL SCHOOL  
Bowling Green, Ohio  
June 13th to July 25th, 1925  
Miss Alma Dorst, Director of Handwriting, Oak Park, Ill.  
Instructor

GEORGIA STATE COLLEGE FOR WOMEN  
Milledgeville, Ga.  
Miss Mabel Vogan, Director of Handwriting, Fairmont, W. Va.  
Instructor

CULLOWHEE NORMAL AND INDUSTRIAL SCHOOL  
Cullowhee, N. C.

NORTHERN ILLINOIS STATE TEACHERS' COLLEGE  
DeKalb, Ill.

MILWAUKEE STATE NORMAL SCHOOL, Milwaukee, Wis.  
June 22nd to August 1st, 1925 Ella M. Kring, Instructor

UNIVERSITY OF CALIFORNIA—SOUTHERN BRANCH  
Los Angeles, Calif.

MISS SWOPE'S SCHOOL, Santa Cruz, Calif.

STATE TEACHERS' COLLEGE, San Jose, Calif.

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**J. A. SAVAGE**

Supervisor of Writing, Omaha, Nebr.

Mr. Savage has been employed as an instructor for the Zanerian Summer School. Students will receive the benefit of Mr. Savage's twenty five years of teaching experience which includes Business Schools (teacher and principal, Country Schools, City Schools (supervisor of writing), Extension Institute, Summer Normal instructor in Nebraska, Iowa, Illinois, S. Dakota, Missouri, and University of Omaha Teachers Class in Normal Methods in writing.

Mr. Savage is a professional penman and teacher of national reputation and will add much to the Zanerian Summer School.



**DR. FRANK N. FREEMAN**  
Professor of Educational Psychology,  
University of Chicago

Dr. Freeman has kindly consented to deliver a series of three or four lectures on Handwriting Problems to our summer school students next summer. Definite dates for these lectures have not been set but they will be given at some convenient time during the term.

The handwriting profession is extremely fortunate in that a nationally known educator of Dr. Freeman's ability and scholarship is interested in the teaching of handwriting. Dr. Freeman's visit to our school will offer a rare opportunity for teachers and supervisors to meet him personally and to see and hear the results of his experiments and observations in the field of handwriting. These lectures alone will be worth to you many times the time and expense involved, saying nothing about the many other good things in store for you at the Zanerian next summer.



**MISS SAMMIE CLEVELAND**  
Director of Handwriting, Chattanooga,  
Tennessee

Miss Cleveland, the enthusiastic and cap-

able penmanship supervisor of Chattanooga, Tenn., will be one of the instructors in the Zanerian Summer School.

Miss Cleveland attended the Zanerian in 1918 and 1924. She has had valuable experience in the training of teachers by directing the handwriting in the summer school of the East Tennessee State Normal School, Johnson City, Tenn., for the past several years.

Miss Cleveland has been Director of Handwriting in the public schools of Chattanooga, Tenn., since 1918, and is also a member of the executive committee of the National Penmanship Supervisors Association. Miss Cleveland is a true representative of the "South", and our students will find in her a faithful, sympathetic friend, as well as a conscientious and inspiring teacher.



**C. SPENCER CHAMBERS**

Supervisor of Handwriting, Syracuse, N. Y.  
Public Schools and The Syracuse City  
Normal School

Mr. Chambers, who is recognized by the penmanship profession as one of the finest blackboard writers and teachers in the country, will be one of the instructors in the Zanerian Summer School.

Mr. Chambers has taught in Springfield, Mo., Portsmouth, Ohio, Covington, Ky., Cincinnati, Ohio, Pittsburgh, Pa., University of Virginia, Charlottesville, Va., Zanerian Summer School and Bliss College, Columbus, Ohio. His experience in connection with his exceptionally high order of skill in all branches of penmanship make his instruction very valuable. He is a hard working, conscientious teacher. He has spent many summers in the Zanerian. We are fortunate in again securing his services.

*Zanerian College*  
— Columbus, Ohio. —

# THE BUSINESS EDUCATOR

VOL. XXX

JUNE, 1925

NUMBER 10

## PENMANSHIP, ENGROSSING, BUSINESS EDUCATION



### EDUCATIONAL STANDARDS

Public schools are demanding higher and more professional training of their teachers each year. If you would secure and hold one of the better paying teaching positions, SPECIALIZE AND KEEP ON SPECIALIZING.

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Twofold Design. In the preparation of the Metropolitan Business Speller we had constantly in mind two objects: first, to teach the pupil to spell, and second to enlarge his vocabulary, especially of words in general use.

Classification of Words. As an aid to the memory we have classified words, as regards sounds, syllabication, accents and meaning. We have grouped the words relating to each particular kind of business into lessons, by which the student is enabled to familiarize himself with the vocabulary of that business. We have interspersed miscellaneous exercises in the nature of reviews. We have grouped words that can best be learned by comparison, such as Stationery and Stationary.

Abbreviations of states, months, railways and commercial terms are given in regular lesson form, and grouped alphabetically. We regard abbreviating of almost equal importance with spelling.

Syllabication and pronunciation are shown by the proper division of words, and the use of the diacritical marks. The words are printed in bold type, and the definitions in lighter face, so as to bring out the appearance of the word,—an aid in sight spelling.

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Professor of Psychology, Indiana University

"Learning to Typewrite" presents the most careful and complete scientific analysis of the learning process that has ever been made, and represents a permanent contribution to psychology in general and to the psychology and pedagogy of learning in particular.

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Part II presents the results of a detailed scientific analysis of one particular instance of learning—the processes involved in the learning of typewriting. The facts revealed by this analysis are separately set forth to demonstrate by a concrete example how any instance of learning may be analyzed in order to obtain the facts that are needed to evolve the most efficient and economic method of directing learners of that subject.

Part III presents on the basis of these facts the specific role which the teacher plays in the most expeditious learning, setting forth in detail the exact kind and amount of direction that a teacher should give to his learners to make their progress most economical and sure.

This treatment of one fundamental type of

learning should prove especially useful and interesting:

(1) To teachers of this and other subjects who desire to improve their own methods of instruction. These will find described in Part II of the book a method and technique that may be used to analyze the particular school subject or type of learning which they are called upon to direct, also many facts in Part I and III that will assist them in evolving a more efficient method of instruction.

(2) In special training courses for teachers where an intensive study of the learning process is being made.

(3) To psychologists and those interested in the psychology of learning or in the acquisition of skill. A scientific study of the learning process therefore provides one of the best means of investigating these mental functions in their most real and dynamic aspects.

## The Psychology of Skill

Dr. Book is well known to teachers of typewriting and to psychologists everywhere through his earlier publication, "The Psychology of Skill." Originally published in 1904, this work was very soon out of print. Teachers of educational psychology who wished to assign it to their classes called for it in vain; investigators who wished to refer to it were unable to obtain copies; teachers of typewriting have likewise been unable to secure it. In the attempt to meet this demand, which has been growing greater as years have passed, the book has now been thoroughly revised and reprinted. This scientific study has long been regarded as a standard piece of work. It has aroused interest in three respects: (1) because of the contribution that it makes to knowledge about the learning processes; (2) as a sample of a type of analysis that ought to be employed in the study of all human activities, particularly vocational activities; (3) because of the intrinsic value of the facts about typewriting which it reveals.

*Owing to the nature of these books we are obliged to ask the full list price, except when ordered in lots of five books or more. On orders for five or more copies of either title the regular school discount will apply.*

|                               |        |
|-------------------------------|--------|
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Author of "Business Letter Practice"

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 This new work constitutes a comprehensive treatment of both the science and the art of advertising in its present-day manifestations. It is calculated for use in the publicity office, in the college classroom, and in the copy-writing laboratory. It is never too technical, however, to be of absorbing interest to the general reader. It may be read for entertainment and inspiration quite as much as for information and instruction. It differs from other advertising books on the market chiefly in that it establishes close-up and practicable relationships between advertising and literature, a thesis that no other book on the subject has attempted. Numerous challenging exercises, a detailed index, a readable style, a profusion of well-appointed illustrations, and — An introduction by Mr. Percy S. Straus, Vice-President of R. H. Macy and Company, Inc., one of the largest and best-known mercantile establishments in America, all go to make this new publication unique and distinguished in its voluminous field.

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"... This book belongs to that extremely rare class in which every line bears the impress of complete mastery of the subject. We congratulate Mr. Johnston on having produced a work at once original and complete."—*The Athenaeum*.

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This standard text was, in its first edition, recognized to be one of the most complete works on geographical science yet produced. The author has made a substantial revision of the book, bringing the facts and figures right up to the present date, and introducing a quantity of new subject matter and several new maps. Adopted by New York University, University of Chicago, University of California, Ohio University, University of Santa Clara, California.

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# THE BUSINESS EDUCATOR

COLUMBUS, OHIO, JUNE 1925

VOLUME XXX

NUMBER 10

ARTHUR P. HYTEL, INC.



**HARRY LOEB JACOBS**

We have heard the remark that since business college men are teaching business methods, naturally they should be expected to be leaders in business.

The answer is, they are.

Another illustration of that fact is the ideally constructed and arranged school building just completed by Harry Loeb Jacobs, President of Bryant & Stratton Business College, Providence, R. I., in connection with his assistants.

The illustration of the building with a description of it, appearing elsewhere in this issue, will prove of special interest to all commercial school people.

The Business Educator congratulates Mr. Jacobs and his co-workers in their most worthy achievement.

Commercial training institutions are gradually being housed and equipped in keeping with the importance of the cause they are promoting.

## ORNAMENTAL SIGNATURES

We desire to publish ornamental signatures of professional penmen. We believe that these signatures would be of general interest and would be the means of creating considerable interest among the younger members of the profession. If you have a signature cut send it to **THE BUSINESS EDUCATOR**. If you do not have a cut send us the pen work. The ink should be black so that it will engrave.

Editor Business Educator:

One word in reply to Carl Marshall's comment on Simplified Spelling:

English spelling is messy indeed. Why don't we spell like it is pronounced? Even with the alphabet we now have it is possible to gain much by using the simpler spellings. So long as we continue to use present antiquated methods of spelling, we may expect our schools to turn out poor spellers, and that at a great loss of time. Think of all the time spent in schools trying to teach the children to spell! What does it amount to, anyway? Only the few words that have been thoroly memorized do we know positively how to spell—and there is some uncertainty about some of these.

To one who has been a writer of phonetic shorthand for a number of years, it all seems easy, practicable and possible. Most other folks have given the subject of simplification little or no thought perhaps; at least not many have attempted to make use of it. Put spelling upon a scientific basis like we do the other things in which we succeed, and spelling troubles will be few and far between. The trouble is with the educational leaders (are

they leading?) and the daily press. If the publishers of our daily reading would take up the matter and put it into daily use, the remainder of us would fall into step and soon be marching beautifully.

Were it a thing to be manufactured and sold—like automobiles, radios, and "movies"—the "profiteer" would soon put simplified spelling into every home along with the cross-word puzzle, the fashion plates, and "canned" music. There is much discussion about reducing the time of education to seven (or even six) years for the grades, and perhaps three for high schools, and so on up the ladder. The introduction of phonetic spelling will easily clip off something like a year from the overloaded course of study.

Yours very truly,  
Simplified Spelling.



**GEORGE A. MACON**

Supervisor of Commercial Education, Memphis, Tenn., who was elected President of the Public School Department of the National Commercial Teachers Federation for 1925.

## THE BUSINESS EDUCATOR

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**HORACE G. HEALEY** - - - Contributing Editor  
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The Business Educator is the best medium through which to reach business college proprietors and managers, commercial teachers and students, and lovers of penmanship. Copy must reach our office by the 10th of the month for the issue of the following month.



# Ideal Business Writing

By E. C. MILLS, Rochester, N. Y.

## PLATE 13

The capital stem is a compound curve, with quite a broad turn at base line. The stem part in the **T** and **F** should not occupy all the space in height, as some room should be left for the top of the letter. This finishing stroke is another compound curve. The form of small **p**, illustrated in 136, is a very practical form for business writing, and the small oval part should be closed at the base line. Do no scribbling or careless work on any of these copies, but keep up a free, brisk movement.

## PLATE 14

The form of capital stem given in Plate 13 leads up to the "hook" form found in this plate. This is one of the most practical forms of the stem that can be used, as it enables the writer to connect the capital to the small letter following without having to raise the pen from the paper. The stem part is made rapidly, with a broad turn at base line; then the movement is checked suddenly and the finishing line is made nearly parallel to the broad turn. This forms the point or hook part. This form of stem will be found quite difficult at first, but by persistent practice you will be enabled to master it.

## PLATE 15

The hook form of stem is shown in the capital **S** in this plate. Two different beginning strokes are given for the capital **L**. While it is our plan to give but one form of letter, as a rule, in this series of lessons, yet this little change is made, as both are very practical forms. The only change, however, is made in the beginning stroke. Watch the movement carefully at all times, as a free movement must be used if we succeed in securing anything like permanent, practical results.

Win a Business Educator Certificate Before School Closes

## PLATE 13

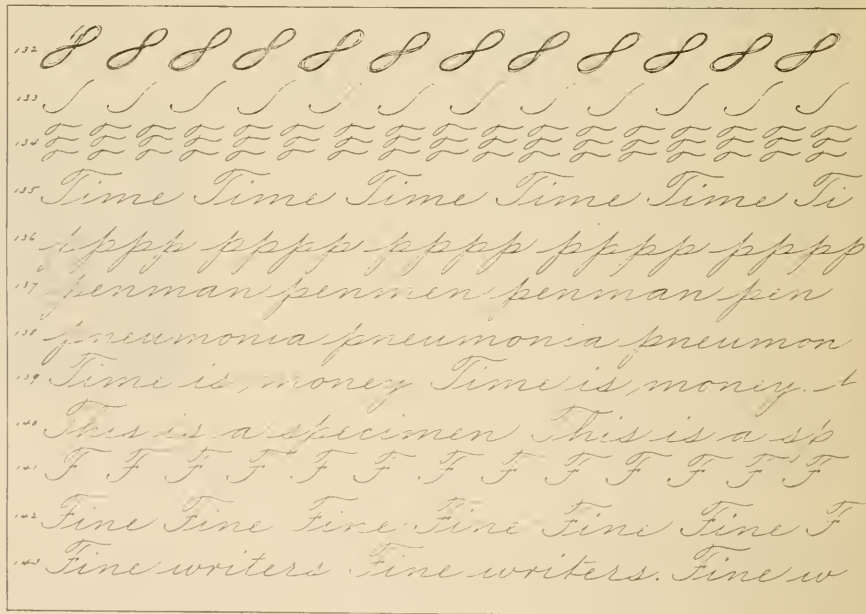




PLATE 14

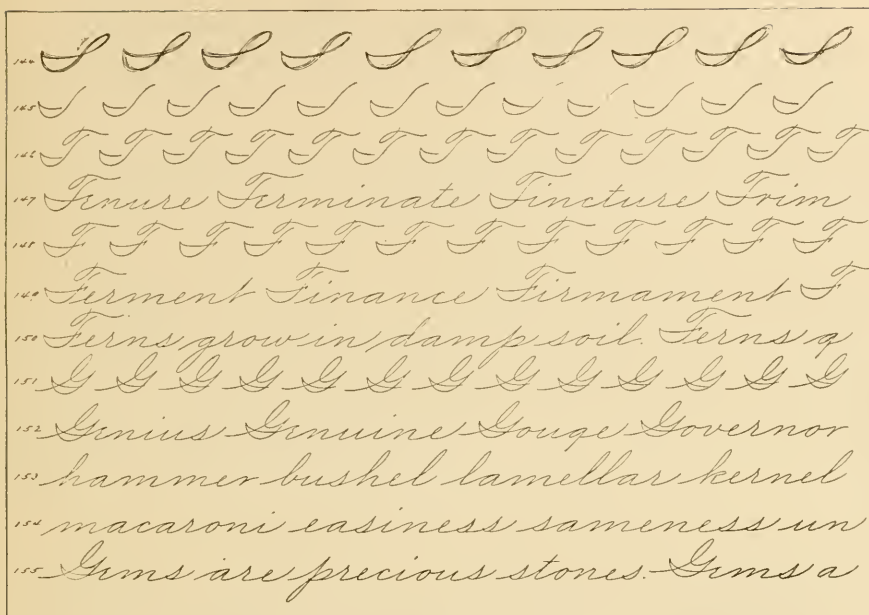
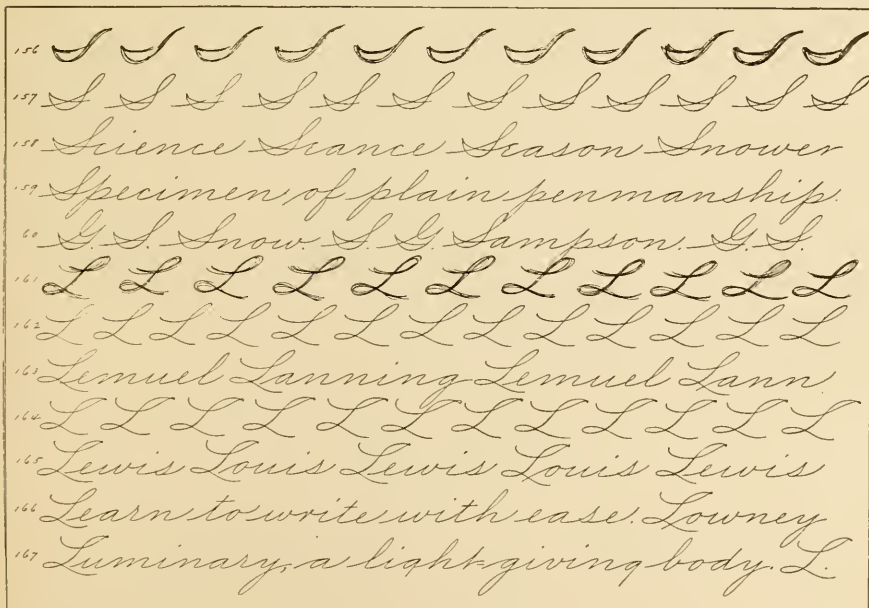


PLATE 15





# Modern Business Penmanship

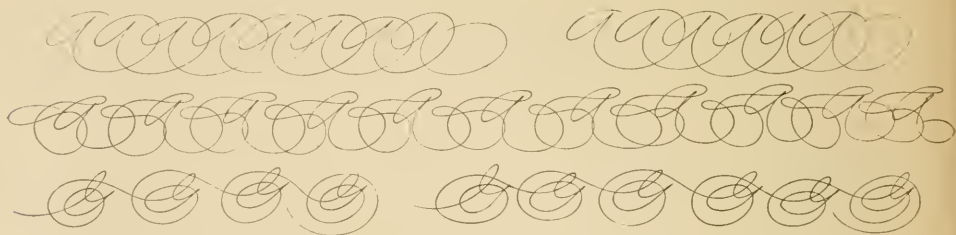
By JAMES E. BROWN, Boise, Idaho

Students desiring criticism should send their copies with 10c each to Mr. James E. Brown, P. O. Box 1181, Boise, Idaho, each month. This is an excellent opportunity for you to secure high class criticism.

Except for a few difficult drills the work this month is page or body writing. It is the thing most neglected by students. It is easy for one to become fascinated with an easy copy or drill, but to get down to earnest practice on page writing is something we usually put off, expecting to do a lot of it when we become more skillful.

It is my advice for all who have a movement foundation to do more practice on page writing.

One should strive for accuracy, but must not sacrifice movement and speed for it. Absolute accuracy in writing is not possible, but fluent, legible, graceful writing is certain to result from proper practice. Proper practice requires a great deal of mental, as well as muscular effort.



Dear Friends, -

This concludes my course in Modern Business Writing and I hope you have received some benefit from it.

The art of business writing is, in my opinion, receiving more intelligent attention from the public schools than ever before. There are certain to be many very good positions for those who are fitted to teach this subject.

Of course, the business world will continue to put a premium upon the services of those who write rapidly and legibly.

Sincerely yours  
James E. Brown

The typewriter has, without a doubt, lightened the burden of doing much of the work that was formerly done by hand, but at the same time it has increased the amount of work that is turned out in the form of correspondence, statistics, accounting, etc. The automobile has increased the amount of mileage, but it has not abolished the advantage of being an expert pedestrian

\$200<sup>00</sup> Chicago, Feb. 6,  
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Two Hundred ——— Dollars  
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H. F. Armour

Another of Mr. J. S. Griffith's, Englewood Business College, Chicago, specimens of professional, snappy business writing.

T T T T T T T T Tttttt Tttttt  
U U U U U U U U Uuuu Uuuu  
V V V V V V V V Vvvv Vvvv





## A New Course of Lessons in Business Writing

Toronto, Ont. 4/30/25

Dear Readers:

I am very grateful to the management of the *Business Educator* for according me the privilege of writing a course in penmanship for their magazine. It is an honour that I appreciate very highly; and I will endeavor to deserve the kind things the editor has said of my work in a recent issue, and to uphold the best traditions that the contributors of the past have set.

The course will not be a theoretical one. It has been used in my own classes, and has stood the test of experience. It is the best I can plan at present considered from the two standpoints - practice and pedagogy; and I shall try to make the instructions concise and clear.

Hoping that all those who work the copies may have abundant success and prosperity. I am

Yours sincerely,  
J. J. Bailey



## Supplementary Business Writing

By C. C. Lister, Maxwell Training School for Teachers, New York City.

### Teaching Figures

Figures should be legible, small, and well arranged. They should be made with a sharp clear-cut line that evidences snap and quickness. An expert touches the paper with precision, forms the figure and lifts the pen quickly. Counting to regulate rhythmic time will aid in acquiring sharp, clear-cut lines. By making figures across the blue lines, making the figures on the lines and between the lines in unison with the count, accuracy, precision, and orderly arrangement are secured!

Legibility is the result of emphasizing in practice the important characteristics of individual figures. Each figure must stand for itself. The legibility of a figure is not improved by its context as is that of an individual letter.

Certain figures are easily mistaken for each other. These should be discovered and studied. By examining figures one by one to detect faulty tendencies, the correct formation of each figure is emphasized and the reason for making it like the model is pretty clearly determined.



## Students' Page



Teachers and Students are urged to assist in collecting material for this page. Students who are subscribers to the B. E. may secure free criticism when working on the lesson in the B. E. Send return postage.

The Students' Page promises to become one of the most interesting pages in THE BUSINESS EDUCATOR. Teachers and students are urged to help in making it more interesting and valuable, by sending specimens, etc., from pupils. Be sure that all specimens are written with black ink, but not thick, drawing ink.

Contests will be announced in the September issue. Suggestions for these contests are solicited. Tell us if these contests meet with your approval.

### Material to Submit for May

Some specimens will be published in THE BUSINESS EDUCATOR. It may be your specimen.

1. Submit a page of neatly arranged figures, containing your name, age, school and teacher's name.

The House by the Side of the Road  
 There are hermit souls that live  
 withdrawn,  
 In the peace of their self contents,  
 There are souls like stars that  
 dwell apart.  
 In a fellowless firmament;  
 There are pioneer souls who  
 blaze their paths,  
 Where highways never ran;  
 Let me live in a house by the  
 side of the road,  
 And be a friend to man.  
 By Sam Walter Foss.

J. E. Bridges, a student of Oba R. Garrett in the Brantley-Draughon Business College, Ft. Worth, Texas, school, submitted the above excellent specimen for the May contest. Other specimens almost as good as this one have been received. We hope many more students will become interested in these contests. Teachers are urged to encourage pupils to enter them, and to help them prepare specimens which are legible, neat, free, and written with a black ink that will engrave. Blue or green ink will not engrave and therefore cannot be considered in the contests.

But far more wonderful it is  
 To see what smiles can do  
 You smile at one, he smile at you  
 So one's smile, makes two

By Miss Sheldon, a 7B pupil in Bakersfield, Calif., Miss Neva Fessenden, Supervisor





*Be kind and be gentle,  
To those who are old,  
For dearest is kindness  
And better than gold  
Virginia Witter 7A.*

Mentor Junior High School, Painesville, Ohio, has some good writers, as the above specimen by Virginia Witter indicates. Miss Elizabeth Whipple is the supervisor of writing.

#### BACHTENKIRCHER CONTESTS

Each year J. H. Bachtenkircher, supervisor of writing, Lafayette, Indiana, holds a number of penmanship contests. He gives a prize to the best school; also a prize to the first, second and third best writers in each grade. Mr. Bachtenkircher solicits the financial aid of business men. One year the bankers financed the contest. This year the winners are to receive a box of candy. These contests have a good effect on the writing of pupils in Lafayette, which is very fine as a whole.

*Now is the time to do neat writing.  
Are you using a nice arm motion?  
Use a good swing of your arm here.*

Parkersburg, W. Va., is coming to the front in penmanship under the supervision of R. W. Carr. Many of his students write as well as the above which is from the pen of Browning Kraft, a sixth grade pupil.

*Are you using a nice arm motion?  
Now is the time to do neat writing.  
Use a good swing of your arm.*

Another specimen of good business writing from Parkersburg, W. Va. This specimen is by Beatrice Huntsman, a sixth grade pupil under the supervision of R. W. Carr.

*Cathel Hinkle Eighth Grade.*

*Good writing is a combination  
of mental and manual training  
and the habit of recording thought  
plainly.*

Miss Hinkle, who is an 8th grade pupil in the Coal District Public School, Adamston, W. Va., where Miss Ora Leatherman is supervisor of writing, writes a very graceful and commendable style. It is a style which is easy to read and was written freely. Yes, more freely than the reproduction indicates, due to the fact that the pupil used a black, heavy India Ink, with which she was not accustomed.

*This is a specimen of my  
plain business penmanship  
such as I acquired by practicing  
from the Zaner Method  
while a student in Ben Franklin  
Junior High School.*

*Gertrude Pitzer*

Mary J. Wilson who teaches penmanship in the Ben Franklin Junior High School, Newcastle, Pa., recently sent us some very good specimens. The one above by Gertrude Pitzer shows the speedy, graceful looking writing the pupils in this school are doing.

#### A New One on Him

Editor (to applicant): "Have you ever wrote copy?"

Job Seeker: "No; who wrote it?"

Make the most of the day, by determining to spend it on two sorts of acquaintances only — those by whom something may be got, and those from whom something may be learned.— Colton.

T. B. Cain of the West Virginia Business College, Clarksburg, was elected president of the advertising club of that city.



## Penmanship Devices and Plans

Teachers are invited to contribute short, helpful methods and devices of about 250 words to this department. Pass your ideas on to others.

### POSITION AND PENHOLDING

By J. H. Bachtenkircher, Supr. of Writing, Lafayette, Ind.

I consider position of body and penholding to be the two fundamentals absolutely essential to exact, easy writing. There are two reasons why children should take a good position while writing. A position which is objectionable because of poor results is doubly objectionable when by constant repetition the health is impaired. Poor results are sure products of poor position and poor penholding. The human body is a machine. It may be good or it may be bad. Whatever may be its condition it performs its functions according to well regulated laws. It is our mission as teachers to improve it, and just how is the vital question. If these fundamentals can be acquired with the minimum of irritation, so much the better. Children love the excitement of contest, and I am offering the following device or scheme as a simple means of securing good position and penholding. I place the accompanying form upon the board. The form must contain places for as many rows of seats as are in the room. Each row is numbered to correspond with the rows in the form. While the lesson is in progress I observe from time to time the pupils in each row using good position and penholding and keep results on a small pad, which I always carry. At the close of a lesson I place the results in the form upon the board. If all the pupils in any row do their work with good position and penhold-

ing, that row is given a "star" (\*). Other rows contain a figure representing the number in that row keeping correct position and penholding. After the report has been placed in the form pupils will begin to look around the room to see "who kept the \* out of their row". Just here is the beauty of the scheme. If all pupils have been busy no one but the room teacher and supervisor will know the pupil or pupils who are at fault. This scheme is also used in the spelling and other daily written work. If I want to emphasize movement I used the heading "Movement Writers." "Arm Movers."

#### Position and Penholding

| Rows       | 1 | 2 | 3 | 4 | 5 | 6 |
|------------|---|---|---|---|---|---|
| Date ..... |   |   |   |   |   |   |
| .....      |   |   |   |   |   |   |
| .....      |   |   |   |   |   |   |
| .....      |   |   |   |   |   |   |

#### Our Record in.....

| Rows       | 1 | 2 | 3 | 4 | 5 | 6 |
|------------|---|---|---|---|---|---|
| Date ..... |   |   |   |   |   |   |
| .....      |   |   |   |   |   |   |
| .....      |   |   |   |   |   |   |
| .....      |   |   |   |   |   |   |

### CONTESTS

To create interest and proficiency in spelling, the Bowling Green Business University recently arranged a series of contests among its students. Two contests a week took place at the chapel hour, so that the series extended over a period of six weeks. Each club was represented by a team of fifteen spellers, which took part in six contests. Whenever one side misspelled a word one point was scored by the opposing team. A handsome silver loving cup was awarded the winning team (Tenn. Club) by a local clothing firm. This cup is to be kept in the custody of the school and to be contested for again next year.

Mr. T. L. Bryant, Registrar and Business Agent of the Southern Illinois State Normal School, sent us a report of the results of the contest in Commercial Subjects, held April 10, in connection with the program of the Southern Illinois Teachers' Association at Carbondale, Illinois. Twenty-five high schools participated in the contest. The contest, which is an annual affair, is increasing year by year, and a large increase is expected in next year's contest, plans for which have already been started.

Contests of this kind should be encouraged, for they stimulate interest and encourage better work.

Miss Dorothy J. Porter of Turners Falls, Mass., has been elected to teach commercial work in the High School at Selma, N. C., the coming year.

D. D. Yoder, now head of the commercial work of the Alma, Mich., High School, has been elected Principal of that school for the coming year.

Miss Mabel Bayless of Almond, N. Y., is a new commercial teacher in the High School at Batavia, N. Y.

*J. H. Bachtenkircher*

*L. W. Barnes*

*E. S. Rainier*

*B. A. Carr*

*B. A. Carter*

The above Courtney like signatures are from the pen of that jovial, skillful penman and teacher, John S. Griffith of the Englewood Business College, Chicago



# MENTAL MEANDERINGS

By CARL MARSHALL

Route 1, Box 32, Tujunga, California

There are times when, to the most dramatic of us, the whole world looks drab. Even to Mark Tapley, there came one blue day

## When Things Look Blue

when things looked so bad that he had to reverse himself and admit that there might be times when there is real merit in being cheerful. (Ever get acquainted with Mark? It



not, drop into the Library and ask for a copy of Charles Dickens' 'Martin Chuzzlewit', and meet him; he's worth knowing.) There are different causes for the "blues", also, a number of ways of trying to get rid of them. Of the causes,

the worst, and the one hardest to get rid of, is a sense of SELF FAILURE. A fellow just flops down and says to himself, "Aw, what's the use! I'm a dumbell, and never will amount to anything, and I might as well admit it, and let it go at that." Then, maybe, he goes drooping around like a sick cat, pitying himself till he nearly cries, and making himself a kill-joy and a nuisance to everybody about him. Or, perhaps, he gets sullen and rebellious, decides that he "hates the world," and works himself up into a state where he is ready to do some desperate, fool thing that will cook his goose for good.

Both of these states are preventable and curable. And there is no lack of curative prescriptions, many of them all too insufficient. There is a lot of pretty poetry about every cloud having its silver lining, and the darkest hour is just before dawn, and nothing is ever so bad that it might not be worse, and so on. We have all been fed up on this dope, but once we get chucked fairly into the doldrums, we haven't found it very consolatory. And there is that "Pollyanna" book — the "glad book", they call it. One is just to be "glad" about everything, no matter what, from an aching tooth to a broken bank. Pretending to be glad about things that you would rather swear about, is something like trying to keep yourself from falling off a roof, by grabbing at the air. It may keep you busy but it won't save the job.

Better than any or all of these moonshine methods of trying to escape our troubles and discouragements, is just to meet them face-to-face and FIGHT THEM! That is what most of life is anyway—just a fight. Nobody is ever lost until he loses his spunk, but once that is gone, there is not much of him left but a carcass. Listen to what Vance Cook says about it:

"You are thrown to the earth? Well, well, what's that?"

Come up with a smiling face!  
It's nothing against you to fall down flat,  
But TO LIE THERE, that's disgrace!  
The harder you fall, the higher you'll bounce;  
Be proud of your blackened eye!  
It isn't the fact that you're licked that counts,  
But how did you fight, and why?"

As poetry, that isn't so much, but it is hard to beat for good sense. And there is that other rugged old poet, Joaquin Miller, who glorifies the fellow who fails but keeps on fighting. \* \* \* "for he who is beaten but still FIGHTS ON, Lo! he is the full twin brother of mine!"

Once, many years ago, I was watching a Big League ball game at St. Louis. At that time St. Louis was a tail-ender, and the visiting team (I think it was Cincinnati) was close to the top. The St. Louis boys made a poor showing from the start. They seemed to feel that nobody expected them to win, and so put but little punch into their work. As a disgusted fan who sat near me remarked: "They were licked before they started." So the game dragged on to the last half of the ninth inning, with the score something like 7 to 3 in favor of the visitors, and with St. Louis at the bat. The first batter fanned, but the next got to first by a close margin. By this time the crowds from the bleachers and grand stand were moving toward the gates. Apparently it was all over. Then the third batter came to the plate. He had not appeared in the game before, and was evidently a new recruit, probably from some brush league, whom the manager thought to try out without taking any chances, as the game was gone anyhow. He was a stocky little chap, but he had a fighting face, and he picked up his bat and faced the pitcher in a way that made me pause on my way to the exit, to see what he might do. The pitcher wound up and grinning with confidence, sent the ball in like a shot. "Strike one," droned the umpire. The little batter made no sign, except that his body seemed to stiffen perceptibly. Again came the ball, and this time he swung viciously, but just the tenth part of a second too soon, and again the bored umpire drawled, "strike two!", and there came a guffaw from such of the crowd as was left. After the manner of a cat toying with a mouse, the pitcher then amused himself by pitching a couple of "wild ones," evidently with the amiable intention of "making a monkey" of the brush leaguer, and getting him to strike at one clear out of his reach. But the batter only waited his club easily and waited. Then the pitcher, to end the game in a blaze of glory, sent in his "best one" right over the plate but so swift that seemingly no eye could follow it. Then that

pitcher got the surprise of his life. With a convulsive crouch and whirl that made his tense body seem like a bundle of released springs, the stocky little player met that ball with a crack that resounded through the big, now nearly empty, pavilion, like a rifle shot. Up and up soared the ball, far over the head of the outmost fielder, and or fifty feet over the boundary fence, as the two players came loping in. There was a wild shout and the departing fans came crowding back to see what was up. The St. Louis boys shouted and hugged the little player, whose pluck had put new life into all of them. The shock told on that pitcher too, but in a different way. He faced the next batter nervously, last his head completely, and when the manager sent him to the bench, the score was tied. And then the now aroused St. Louisans played real ball, and easily acquired the needed tally in their next inning.

The moral—but I'll let you figure that out for yourself.

## The Mental Gymnasium

The governing condition of human life is that every one of us at birth is put in charge of two intro-acting and reciprocating, but entirely distinct and different machines. The one, which does not differ greatly from that given to the lower animals, consists of a few billions of tiny cells that co-operate together to keep up the phenomena of our physical life. Chemically, this machine is simple enough in its fundamentals, comprising a few pounds of charcoal, two or three buckets of water and several cubic feet of nitrogen gas. But the combinations of these few simple elements are infinite. There are hundreds of them that our most advanced scientists can tell you but little about, and there are hundreds of others, probably, whose very existence is hardly more than suspected. The play of forces, chemical and physical, within the human body, is a sea of which we know as little relatively, as the sandpeeps along a shore know of the great ocean that stretches below their horizon.

But little as we know about this material machine of ours, we know infinitely less about that invisible and immaterial machine that is hooked up to it, and which we may call the mental machine. I know there is a pretentious, so-called science called "Psychology", which assumes to teach us all about our minds and souls, but it is so far from being a real science, that it does not even have an accepted terminology, and there are hardly any two of its professors who agree even as to its fundamental principals. About the most any of them seem to have accomplished, is to darken and confuse the whole subject with an ingenious fog of words.

And yet, there are some great and simple truths about our minds and bodies that all of us may know and apply. Perhaps the most important of these is the law, applicable to both

(Continued on page 20)





## WRITING OUTLINE FOR 1-B GRADES

By Alma E. Dorst

(Supervisors far and wide know that Miss Dorst has charge of handwriting in the public schools of Oak Park, Ill., a suburb of Chicago. Miss Dorst is an experienced and very capable supervisor and the results she is securing are highly satisfactory. She recently submitted to us sixty-three specimens prepared by her sixth-grade pupils and all but a small number were found eligible for our Grammar Grade Certificate. Other supervisors and teachers will be interested in Miss Dorst's first-grade outline for her teachers which follows. It contains some very interesting and helpful suggestions.)

She gives the teachers four weeks to train the children for blackboard work, including the two ovals and "n" and "m" before starting the outline. She finds that this outline gives the children a splendid foundation and also helps the teachers to get a good start in penmanship work. The Zaner & Bloser Method of writing is used in the Oak Park Schools and the Teachers' Manual, therefore, referred to in her outline is the Zaner Method Teachers' Manual No. 1.)

I have grouped the letters according to families. Be very careful to get the exact form on board as it is Form we are working for. What they gain in first grade carries over.

Each group is a day's work. This outline is taken from the Teachers' Manual.

**Page 32.** Use lines all the time. Always have children retrace copy in air before sending to blackboard. Small "i". Write two copies for every child and permit child to retrace only.

**Page 32.** Small "i." Write one copy, permit child to retrace four times, then see what he can do alone, watching your copy.

**Page 32.** Small "i." Place a copy above every four children, see what they can do by looking at the copy above them.

**Page 32.** Small "i." Place copy before children, let them retrace in the air at their seats. Erase copy, then send children to board. They should be able to write "i" alone.

**Page 32.** Small "u." They have had "i" so it is not necessary to spend so much time on "u." Write one copy, retrace four times, then have children write "u" alone beside copy.

**Page 32.** Small "u." Place "n" on board before children, retrace in air,

erase, then send children to board to write it alone.

**Page 41.** Small "w." Review "i" and "u" by placing one copy each on board while children are at seats. Ask how they did it. Then show how you add the little retrace (not loop) to last of "w." Do this with yellow chalk. I like to call this a hat. Write one copy for every child. Retrace. Then try writing several beside copy.

**Page 41.** Small "w." Write a large copy before all the children. Send to blackboard. Write from large copy. Erase—see if "w" can be written without copy. If not, try "w" another day. Spend this day in reviewing "i," "u," and "w."

**Page 38.** Small "e." Write one large copy on the board. Ask if "e" looks like a letter they have had. They will say "i." All you need to say is that "e" has a window while "i" closes up. Write one copy for each child. Retrace. It may be that you can get "e" in one lesson. Do it if possible.

**Page 38.** Give each child a book. Hold in left hand. Fold over. Open to word "me." Try the children by sending one or two to board to write "me." Ask if they can tell you what to say when writing it. Then have all go to board and try it.

**Page 36.** Small "o." Do not make a loop at top of "o." Be careful to get the "o" round. Write two copies for every child using yellow chalk. Retrace. If you have time have children try "o" on next line alone.

**Page 35.** Use book for retracing instead of in the air. Small "o." Place a copy above every four children. Have children write from copy above.

**Page 35.** Small "o." Have children go over copy in book with forefinger. Do not make a copy on board. Book is sufficient. Then send children to blackboard, writing from copy in book. If another lesson is necessary review this one.

**Page 40.** Small "a." One copy on board for each child. Use book a great deal from now on. Have children look at "a" in book and have them tell you the difference between "a" and "o." Retrace "a" in book with forefinger,

then send children to board to retrace "a." Try writing "a" alone beside copy and below.

**Page 40.** Write "a" alone on board from book. Spend this day in reviewing "o" and "a" so that both are thoroughly clear to every child.

**Page 44.** Small "c." Have children make large oval in air. Then retrace "c" in book. Have two copies for each child on board. Retrace.

**Page 44.** Small "c." Retrace in book with forefinger. Now send to board, try writing it from book, without copy on board. It may be "c" can be successfully taught in these two lessons. If not, take another day for "c" working from book.

**Page 42.** Small "r." This is a very hard letter. Notice how I have made it on the board. The slant part resting on middle line. This helps much better than the way it is written in the book. Compare the top of the "r" to a roof on a house. This gives better results than (a tent). Make a very large copy before children. Have two for every child in own space. Retrace.

**Page 42.** Small "r." Retrace one copy then try making others alone.

**Page 42.** Small "r." Send to board. Retrace "r" in book then try writing "r" from book. Take another day if necessary.

**Page 39.** Small "s." Write a large copy on board. Compare "s" to a rocking chair with a count like this—rock, back, rock. A swinging motion. Have the point or tip go over the line like I have made it on the board. Retrace in air, then send children to board to retrace the one copy you have made. If there is enuf time have children write several below.

**Page 39.** Small "s." Retrace in book with forefinger, send to board to write "s" alone. Review "r" and "s."

Word has been received that the Springfield, Ohio, Business College has purchased and remodeled a fine old mansion, making it a very choice school building. Mr. J. E. Joiner, the president, has been in Commercial School work for many years and has built up a very large and efficient school in Springfield.

*Use a nice semicircular motion  
Win a true motion and write.  
Now is the time to write well.  
Susie will sing a song soon.  
I am sure I am improving.  
Vernon can use his arm here!  
You can use the motion now.*

R. W. Carr, supervisor of writing in Parkersburg, W. Va., is securing remarkable results in penmanship. The above is some of his fluent, strong writing.

# SPEED ALPHABET

By W. L. Crandall

I have noticed for some time that there are occasions when it is necessary to write with considerable speed and still use longhand, either from the lack of the knowledge of shorthand, or from other good reasons. Our long-hand alphabet, at least any with which I am familiar, will not stand up under very much speed and still remain legible, even when used by good penmen. For that reason it seems that an alphabet should be devised which will hold as nearly as possible to the conventional forms, and yet one that will stand a reasonable speed test. This speed alphabet, it seems to me, should be based on the following principles: (1) a maximum of slant; (2) a minimum of angles; (3) loops and curves supplanting points and straight lines wherever possible; (4) a size as small as can be read with ease; (5) "drop" endings; (6) light lines, and extreme simplicity of form.

There are no doubt other very important considerations, but this is as



W. L. CRANDALL

far as I have gone in my investigations. Mr. Crandall, assistant headmaster in the Saint James School, Fairbault, Minn., believes in making experiments and investigations in the teaching of penmanship. Some time ago he sent us an interesting article entitled "A Method for Joining Letters," which he

treated in an original way. In our April number is an article from his pen entitled "Teachers Penmanship Plan for k."

We are always pleased to learn of young men like Mr. Crandall who are enthusiastically and open-mindedly endeavoring to find ways of making improvements in the field of penmanship. The subject deserves the attention of more persons who are adapted to and qualified for doing research work in it. Changes are bound to be made in the forms of letters, and no one knows what may yet be learned that will improve methods of teaching handwriting.

The short article above emphasizes the need, as he sees it, of a speed alphabet. Sometimes all of us, under pressure of time, are required to write very rapidly. No alphabet, he thinks, quite fills the bill in this particular. We should, therefore, be pleased to receive from our readers alphabets which they think are best adapted to speed. These alphabets, of course, should retain sufficient legibility to be read with ease.

To the Grand Lodge of Free Accepted Ma-  
sons for the Commonwealth of Massachusetts

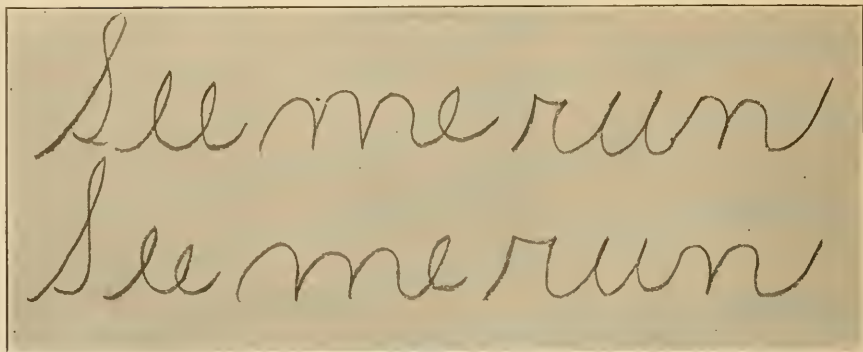
\* \* \* \*

While I beg your acceptance of  
my thanks for the "Book of Congratulations" which  
you have sent me, & the honor you have done  
me in the dedication, permit me to assure you  
that I feel all the emotions of gratitude  
which your affectionate address & cordial  
wishes are calculated to inspire; and I  
sincerely pray that the Great Architect  
of the Universe may bless you here, and  
receive you hereafter into his immortal  
Temple.

G. J. Washington

The above script is from some of President Washington's Masonic Correspondence found in the Library of Congress. The plate was kindly loaned to us by the Christian Science Monitor. The letter was written in 1792 by his secretary, Bartholomew Dandridge, and was signed by President Washington.

We believe this piece of writing will prove of interest to students and teachers of handwriting at this time. Typewriters were then unknown, and correspondence was done in longhand with a quill pen. The excellence of the handwriting of some of Washington's contemporaries, such as Benjamin Franklin and Thomas Jefferson, is a matter of history. That they were able to write freely and legibly in those days is evident. There was much writing to be done, both in a business and social way. Many of the letter forms in the body of the letter above are decidedly simplified. Notice especially the small y. Then do not overlook the regular Zaner and Bloser Mehod Arm Movement swing President Washington employed in writing his signature. This signature was written while he was in Philadelphia under the stress of official duties. He was then about the age of sixty, but no signs of age are noticed in it; which confirms the records of history that he was a very well preserved man at that time of life. It will be noticed that in the body of the letter some of the words are not connected. However, this was evidently an individuality of the writer, for other writers at that time did not adhere to that practice, but connected their letters.



Large, Free Zaner Method Primary Writing like the above means more to little children than the small cramped meaningless exercises which they are sometimes required to write, by some persons who are over-zealous for immature children to do the work of adults in handwriting. The above was written by a first grade pupil in the Catholic Institute, Jersey City, N. J.

#### MENTAL MEANDERINGS

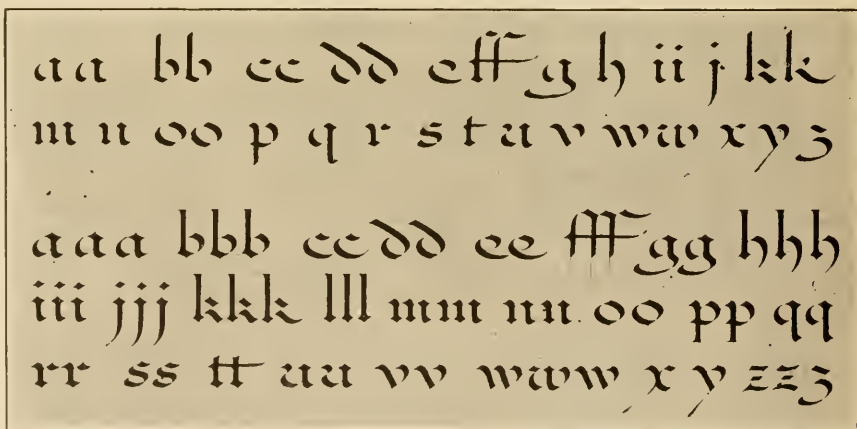
(Continued from page 17)

mind and body, that functions are strengthened and developed through regulated activities, and weakened through inactivity. Most of us know this truth as applied to our bodies, but a lot of folk seem not to know that it is equally true of the mind. The presence of gymnasiums and physical directors in every up-to-date school, and the millions who use and know the value of the late Walter Camp's "Daily Dozen", go to show that most of us

have learned how to train and strengthen our bodies, but where is the Walter Camp who has worked out a Daily Dozen for the mind? And where are the mental gymnasiums that make a business of turning out people with efficient and wholesome intellects? In our schools and colleges, you will say. But where is the high school or college that provides an all-round mental training that is at all comparable to the sure and efficient physical training that is given in their "Gyms"? Where shall we find all-round mental athletes, as

we may find all-round physical athletes? And is such a thing possible? Maybe not, right now, but when we come to know as much about training the mind and soul as we now know about training the body, it will not only be possible, but IT WILL BE DONE!

In a later Meandering, I am going to outline a few of the things that I think can be done, each one for himself, by those who realize their need for a stronger and more dependable mental machine, than they can secure merely by going to school.



Mr. C. W. Norder, the engrosser of Pittsburgh, Pa., presents an excellent lesson in the above. He shows how each letter appears as it comes from the broad pen unretouched and how it should look when retouched with a fine pointed pen. This is very skillful work and the alphabet is a very practical one. Try your hand at it. You will find a mate to this alphabet by Mr. Baird on page 31 of the latest edition of Zanerian Manual of Alphabets and Engrossing.



# The WINNIPEG Business College

ESTABLISHED 1882.

Third Main 45.

*Awarded First Prize  
at World's Exposition  
on its Work and Methods.*



*Day & Evening Sessions.  
Illustrated prospectus free.*

*J. C. Sullivan*  
PRESIDENT.

*One Thousand Students in Attendance Annually.*

The above cut was loaned to us by H. J. Walters of Winnipeg, Man., Canada.

## CONGRATULATIONS, MR. MEUB

A. P. Meub of Pasadena, California, known far and wide as a penman, teacher, lecturer and all-round fine fellow, recently had his dream come true—he moved into his new and beautiful home located at 2365 Mar Vista Avenue. But anyone who knows Meub as we know him knows that he deserves the best the country affords.

In a recent letter he wrote us as follows:

This is to inform you that we have just moved into our new home. We wish you could see it. It is the nicest we have ever had and we are much pleased with it. It is very beautiful inside and out and certainly is handily arranged. Then, too, we are in a beautiful residential district, and the move is a dream I have long cherished. Whenever you land in California I want you to be sure to look up your friend Meub. The latch string is always out for such as you.

### Also Profitable

"Is he a faithful dog?"

"Yes, indeed. I've sold him four times and he always comes back."



Knife and Pen work by F. A. Krupp, Interstate Business College, Fargo, N. D.

## Success

**H**as achieved success who has lived well, laughed often and loved much; who has gained the respect of intelligent men and the love of little children; who has filled his niche and accomplished his task; who has left the world better than he found it, whether by an improved poppy, or a perfect poem, or by a rescued soul; who has never lacked appreciation of earth's beauty or failed to express it; who has always looked for the best in others and given the best he had; whose life was an inspiration, whose memory a benediction.

By Norman Tower, Denver, Colo.



## Show Card Lettering Made as Easy as Writing

By MAXWELL L. HELLER, M. A., LL. B.  
Head of Art Department, Seward Park High School,  
New York City

(Continued from May)

### How to Make Decorative Spots and Borders

The primary object of decoration in a display card is to make the card more attractive and thereby hold the interest of the reader for a longer time, and to make him more likely to remember it. Decoration can, however, defeat its purpose if it draws too much attention to itself at the expense of the reading matter. The decoration must at all times be a means to make people read the card and remember it, nothing more. The use of color in your lettering will frequently be sufficient decoration for your card.

In a design all the parts must relate to each other—that is, they must be long together and go to make up one idea. You should know that when the space between two spots is smaller than the width of the spots themselves, these spots become related. It will be necessary for us to remember this fact in making decorative spots consisting of many elements.

The simplest spot is the circular dot, made with any of our pens. By repeating the dots, either allowing them to touch or with a small space between them, we get a bead design. By elongating the dot into a dash, we get another effect. If we alternate the dot with the dash we get quite an ornamental design. These simple geometric combinations are inexhaustible. It is fun to play with the pens and to produce them.

Flower-like designs like those shown in our illustration make very attractive spots for your cards, whether done in black or in color. They will serve not only to decorate your signs, but the use of one of them may be the very thing necessary to bring your card into perfect balance.

These flowers may also be grouped and spotted into your sign as decorative borders.

### Use of Show Card Colors and Colored Cards

The show card colors which you have employed in your lettering may be used with telling effect in your decorative elements. These colors on white cards or on colored cards will do much to enliven your window and counter displays.

### How to Combine Your Colors

If you do much show card lettering, it will be well to buy an assortment of the colors. At 25¢ the bottle, they are inexpensive, for they will last you a long time. If they dry, add water to dissolve them.

The following charts will aid you in



Fig. 3. Suggestions of spots and borders made with any of the Speedball lettering pens.

getting good combination of color, either where you want to use two colors on a white card, or where you want to know what color to use on a colored card.

Colors may be classed into:

1. PRIMARY COLORS — Red, Yellow, Blue

2. SECONDARY COLORS—Orange (made by mixing red and yellow)

Green (made by mixing yellow and blue)

Purple (made by mixing blue and red)

Arrange these colors in this fashion:

YELLOW  
ORANGE GREEN  
RED BLUE  
PURPLE

### To Obtain Contrasting Colors

The colors that are opposite to each other in the above arrangement give us the greatest contrast, as yellow and purple; red and green; orange and blue. Any color may be used on a white or a black card. But when you are using colored cards, you will have to select a color as suggested above, if you want to get a pleasing effect. For instance, if you are using a yellow card, the

color that will give you the most contrasting effect on it is purple; blue on an orange card; orange on a blue card, etc.

Of course you can get very harmonious effects by using a darker shade of a color on a card of the same color. Dark blue on a light blue card, yellow or orange on a brown card.

Be careful in the use of your colors.

Follow the above rules and you can't go wrong.

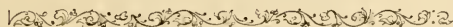


Fig. 4. A simple design showing an adopted alphabet, a border and decorative spots.

*This is a specimen of my plain business writing such as I acquired by practicing the Zaner Method while a student at the Spokane Evening School.*

From time to time we receive exceptionally well written specimens of penmanship from the teachers in Frank H. Arnold's Evening Class of Teachers in Spokane, Washington. So many of these specimens from the teachers are exceptional in skill and beauty. Most of these specimens are written with blue ink, which will not engrave successfully. We have, however, succeeded in engraving the above specimen which was written by Margaret Owen, 5th grade teacher in the South Regal School, Spokane, Wash. Even though the above reproduction looks speedy and graceful it does not contain nearly the snappy appearance of the original.

# Los Angeles Post Office Clerks' Union, Local Number Sixty-Four, National Federation of Post Office Clerks



Whereas;

**H**onorable P. P. O'Brien,

Postmaster of Los Angeles, has at all times shown his willingness to co-operate with us for the betterment of the employees to the end that a faithful and efficient service might be given to the satisfaction of the patrons, and

Whereas; the liberal extension of the Saturday half-holiday privilege granted the employees of the office, and his steady interest and personal study of our welfare, is a source of pride to all, — therefore be it

Resolved: That the Los Angeles Post Office Clerks' Union, Local Number Sixty-Four, National Federation of Post Office Clerks, in regular meeting assembled on December the thirteenth, Nineteen Hundred and Twenty-four, express their deep thanks and appreciation.



D. Beauchamp



By D. Beauchamp, Los Angeles, Calif.

W. L. Hall, principal of the Penmanship Department of the Bowling Green Business University, was recently elected president of the penmanship section of the Kentucky Educational Association.

**FOR SALE** A high grade school, located in one of the large cities in Texas. Price \$2000. Owner retiring on account of age and ranch interests. Address Box 573, care Business Educator, Columbus, Ohio.

J. L. Harman, president of the Bowling Green Business University, was made chairman of the Resolution Committee of the Kentucky Educational Association.





## MY DAY'S WORK—HOW IT IS PLANNED AND CARRIED OUT

Wm. H. Howard, Office Training School, Columbus, Ohio

A talk given at the N.C.T.F. at Louisville, Ky. (Continued from May)

develop fluent and accurate reading and therefore better transcript work part of each day's dictation is read back and the punctuation sometimes called for, which requires increased concentration and insures better punctuation in transcribing.

Enough material is dictated to occupy the students during a one-hour transcribing period. (In the typewriting department the program is divided into one-hour periods.) The transcripts are brought to the afternoon class and corrected from original copy, each student checking up his own work or exchanging papers. While the students are urged to try to turn out mailable letters from their first transcript from notes, those not so mailable are rewritten and at the closing roll call the day's work is handed in for inspection. This goes to the one in charge of the employment department of the school for scrutiny, and serves as a basis for judging when the students are ready to go out. Each day's grist is returned to my desk and handed back to the students for filing in their individual folders, duplicate copies being filed under various classifications, alphabetic, geographic, or numerical subdivisions of the general file. The students are urged to develop the habit of continuous typing while reading their notes. In the early stages of this work, or when they first take a position where the dictation is likely to be unfamiliar, the students are advised to read the notes of each letter through and determine the punctuation before beginning to transcribe it. They are also told to get in mind the relationship as to space occupied relatively by the notes and the transcript, in order to determine whether a letter should be written single or double space, and the length of lines to give the letter a balanced appearance. The program followed with the junior class is very similar, except that more of the dictation outside of the transcript work is prepared in advance.

Any time remaining outside of dictating the transcript and other assigned material is devoted to miscellaneous dictation—newspaper or magazine articles, material from my own reporting experiences, offhand dictation of letters or one subjects of current interest, an imaginary excursion or foreign tour, an answer to an imaginary letter from a would-be civil service appointee, and so on. The passing of our late President Harding afforded an opportunity to deliver an eulogy which served for transcript instead of a grist of dry, uninteresting letters. Such endeavor is good practice for the teacher as well as for the pupils. I have found it a source of encouragement to students still in the textbook to dictate from my notes a portion of some speech previously reported. I distinctly recall having reported Presi-

dent Taft on one occasion when he visited our city, and the next morning dictated the opening paragraphs to my ninth grade class which was about half way through the text-book. One was called on to read it back while I wrote it on the board, which was done without an error in the reading. Such "stunts" give students confidence in themselves and in their teacher, and heightens interest in the work. After becoming accustomed to taking dictation, I advise my students to take advantage of opportunities to report speeches, sermons and radio programs. I have found radio reporting an excellent means of keeping in practice. I have over one hundred lectures which I reported in different University courses, some of which I use. One series is on the development of art—architecture, sculpture, painting, etc.—which, being illustrated by slides, were reported in the dark and later transcribed in full. This makes interesting as well as instructive material, and provides a vocabulary quite different from the hackneyed "Dear Sir," and "Yours truly," of business letters.

Such material should be introduced as to give the student a varied vocabulary, mostly prepared matter in the early stages of the advanced work, but new matter should gradually supplant this, until the student becomes accustomed to taking unfamiliar matter for long stretches of time—endurance tests, I term them.

I find this paper assuming too lengthy proportions to go into much detail in handling the theory shorthand classes. We take about four months to cover the text-book, including reviews, tests, etc. More time is required if we cover that portion of the dictation book running parallel with the theory, but I think this advisable, as it gives the student more practice in applying the principles as he learns them.

### The Plan

Although the subject assigned, if treated in full detail, would have you advised as to the planning of my day's work, a few words should suffice. I feel that as our work extends into the definite planning. The experienced teacher acquires such a repartee, shall I call it? that as the different classes come before him, he is instantly ready to proceed according to their needs. The one thing to keep in mind always is the goal, and the work should of course be pursued in such fashion as to reach it in the shortest and most efficient manner.

It has not been easy to try to set forth in detail the day's work without incorporating in the same passages some idea of plan and execution. The manner of procedure of course differs at different stages of the work. With beginning students in theory the requirements may be more routine, the monotony of sameness being relieved in recitation work by placing new matter on the board at one time as a reading exercise and after several readings and pointing out different outlines as a recognition drill, the same material may then be dictated a num-

ber of times, being read back at least once by some student. Another way to vary presentation is to read a sentence slowly and have the students visualize the outlines, then place the shorthand on the board for comparison. I regard this an excellent practice as I believe that in the process of learning shorthand every outline is visualized before it is written. And I urge complete visualization of the form before putting pencil or pen to paper in order that the outline may be executed without pauses between the different elements.

This last remark suggests that something should be said as to correct habits of execution in writing shorthand. I impress upon my students the necessity of deciding what the outline is to be before putting the writing instrument to paper, in order to determine where it should strike the paper and in which direction it should be moving. I tell my students that in order to become fluent shorthand writers, it is necessary to keep the pen or pencil moving all the time with a minimum and unrecorded motion. That in order to do this it is necessary to think ahead of their writing; that they cannot concentrate on one outline at a time and finish it before beginning to think of the form for the next word and write with any degree of speed; and that what they must really train themselves to do and must do is to formulate outlines of words or phrases at the same time they are writing the outlines of others and listening to and comprehending the dictation of still others. With this in mind, it is patent how important is a thorough mastery of the principles of the system written in order that their application may be automatic. The spoken word—or stimulus—the neural impulse—the transmission, interpretation and conversion of sense impressions into motor activity,—and the proper motor reactions or responses form an unending repetition throughout the whole round of dictation in which execution should become as automatic and mechanical as clock work, for be it always remembered that the mastery of shorthand is a habit-forming process with all the mental and physical factors involved highly co-ordinated.

Of course, the day's work, its planning and execution must bear a semblance of continuity, unity, and completeness, and properly articulate with that of the preceding and following days' work, being one of the many bricks composing the completed structure. In discussing that planning of the day's work, I find myself unable to divorce the term "planning" from "preparation;" and preparation includes all previous educational, professional and practical experiences of the teacher focused upon the work of the day. The commercial teacher cannot be all theory or all practice, but the largest measure of both should be blended in equipping the teacher who would assume to train our young people for business. What would be thought of a swimming teacher who could not swim, or a dancing master



who could not dance? It is devoutly to be hoped that the following quotation from a recently published text on "Principles and Methods in Commercial Education" by Kahn and Klein (p. 401-2) shall cease to obtain in commercial schools:

"Not many years ago, the problem of what was a proper training for the commercial teacher did not concern many educators or business men. Within the memory of most of us there was a time when it was a matter of indifference whether the teacher of business subjects had the training afforded by institutions of higher school grade or not. His technical training consisted of a knowledge of bookkeeping, in scope no broader than that which nowadays is presented during the first year's high school work in the subject; a study of commercial arithmetic which emphasized foreign exchange and "short cuts"; and his education was rounded out with an ability, often painfully acquired, to swing a pen artistically. Some few added to their accomplishments a knowledge of stenography."

More exacting demands are being made upon stenographers and bookkeepers now than a decade or so ago. More and more college men are becoming identified with business, and versatile and ready dictators require versatile and ready assistants. Is it too much, then, to say that our commercial teachers of the present and future should be college trained? A college education is within the reach of all, either in their home towns or through college or university extension courses. Credits earned with a number of our institutions giving extension work are recognized by our leading universities towards degree work. I do not believe \$100 a year is too much during the early years of a teacher's experience (if not a college trained person) to spend on personal advancement invested in books, subscriptions, extension courses, travel, etc. It will all come back in increased income, personal satisfaction and enlarged opportunities to serve. So my appeal to those entering upon the profession of commercial teacher in the private schools as well as in the public schools is to take advantage of every opportunity to equip yourselves with the very best our educational institutions afford, that you may serve our boys and girls better and better as the years roll by. I make this plea, as I think of the boys and girls coming to us as objects of a mother's love and a father's hope, and as such are entitled to the best we can give them out of the richest storehouse of professional preparation and experience at our command. The third section of my topic, "execution," I shall discuss from the standpoint of

### First Aids to the Day's Work

There are many factors which have a bearing upon successfully carrying out the day's work, and an influence upon its results. We may not all agree as to the importance or application of

some of them. One's aims and ambitions, his longings and aspirations are certainly basal factors, for what noteworthy results can be accomplished in any field of endeavor if one's heart is not centered in his work? His mode of living, his outlook upon life itself, his attitude toward the service he is called upon to render for others, his estimate of the influence for good which the teacher by the very nature of his work is bound to exert upon his pupils—these surely have their place in the category of qualifications we all would wish to possess.

Mention has already been made of educational, professional and practical experiences as a part of the teacher's equipment. Suppose we now add to this specific mention of the benefits derived from travel, broad reading from magazines and books, the inspiration gathered from an interest in musical and dramatic performances, art exhibitions, conventions, yes, and hobbies. Every person, I believe, should have a hobby, but here, too, variety should prevail in order to have the elements of novelty and the opportunity for growth through research along new lines, as one hobby is likely to become a vacation, and that is what we should avoid. We need diversion from the routine of everyday employment in order that our vocational work itself may possess those features of novelty and diversity when approached each day. The spirit of devotion, too, should characterize the teacher's pursuit of his work, impelled by a love and enthusiasm unceasing and unfailing, if he would live as a memory in the yesteryears of his students, and be an inspiration to them in the afteryears of their chosen careers.

It is said of the great Spanish artist, Bartolome Esteban Murillo, in an article in the current number of "The Ladies' Home Journal" that "Money does not seem to have occupied his thoughts at all, and the sums that he earned were paltry \* \* \*". I am wondering if we as teachers are letting the left hand know what the right hand is doing so far as measuring our service by stipend received. Of course, a sense of security in the feeling that all is well gives a poise and freedom to pursue one's way untrammelled by forebodings. My guiding thought in a financial way has been: "I may not get all I deserve, but this I know, the more I deserve, the more I'll get." And this I try to pass on to my students.

I believe the teacher should develop the confidence, in fact, even demonstrate it, that he is fully capable of earning a livelihood in some other calling, and then pursue the teaching profession because its possibilities for rendering a genuine service of helpfulness appeal to him. Of course, as a citizen he should stand foursquare in upholding the majesty of the law, for it goes without saying that precept without example has no place in the schoolroom. Then at this natal season of the Great Teacher of us all, we shall do well to renew any pledges of faith heretofore plighted and to resolve on

the threshold of the new year insofar as in us lies to live a blameless, a useful, and therefore an exemplary life.

I am not concerned so much with what you teach or how you teach, but do you teach? Are you driving home and making a reality those great truths upon which success in the future lives of your students so surely depend? Are you maintaining a proper mental poise and equilibrium as manifested by a vigor of mind and body through the right perspective and balanced reaction of right thinking and right knowing? Have you learned to eliminate from consciousness all sense of worry, ill humor, irritability and the like? These are all wearing and to no purpose. In short, have you learned to remain serene through all the vicissitudes of life, knowing of a verity that the burden of sustaining the world is resting on broader shoulders than yours? In a word, are you able to go "smiling through" the day's work? Have you tried to develop a pleasing manner and a pleasant voice? These and a hundred other questions go ringing thru my ears as I dwell upon the attributes which characterize the real teacher. Many of these questions we may never be able to answer to our own satisfaction, but we can try to exemplify in our lives the highest good of which we are capable. Let us try to do this for the sake of our boys and girls, who look to us for encouragement, sympathy, helpfulness and good-will.

Yes, all these things do contribute, some of them far more than we may realize, toward getting the right perspective and carrying out the day's work, which, repeated often enough, becomes the week's work, the month's work, the year's work, yea, even life's work itself. Having put our hands to the plow, let us not turn back, for we are engaged in a needful, useful service to humanity in preparing our young people to be self-supporting through helping others. With such a large percentage of our students their time spent with us in the private and to a large extent the public secondary schools will be the last formal education they may receive before going out into the great world of affairs to win, let us confidently hope, laurels for themselves and applause for the kind of training we are giving them within the circle of our own respective fields of endeavor. So I do feel that each student is entitled to the best we can give him by way of a word of advice here, an encouraging thought there, or a kindly rebuke yonder. That we are adequately meeting the great responsibilities placed upon us should be our chief concern. Make the day's work a monument to your genius, and a monument to your genius its results will be.

In bringing my remarks to a close, I do not know that I could wish each of you any greater good on this felicitous occasion than that you may enjoy the full measure of satisfaction which I have experienced, lo, these many years in the schoolroom working with and for my students. I find it so enjoyable that it always seems like play.



G. A. RACE

Mr. Race, who has been directing the handwriting in the schools of Bay City, Michigan, for the past sixteen years, is a member of the Old Guards in Handwriting Supervision since few, if any, Supervisors of Writing, have been in continuous service in one city for that length of time.

Mr. Race took his first lessons in penmanship from Mr. L. M. Kelchner now of Seattle, Washington, after which he attended the Zanerian College. He has been president and secretary of all state and secretarial meetings of penmanship in Michigan and he has also been president of the Old National Penmanship Association. Mr. Race has enjoyed a very rich experience in teaching all grades of schools from the kindergarten to normal schools, and he has also considerable experience in rural schools. He is now planning to spend the 5th summer at the Central Normal School, Mt. Pleasant, Michigan, as teacher of handwriting in the summer school.

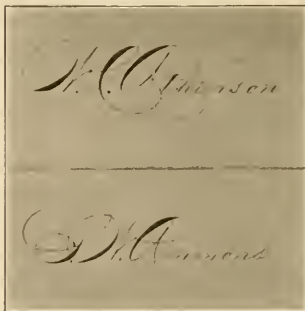
Fraternally he is a Mason and a Zanerian, and his personal friends and acquaintances in Bay City are numbered by the thousands. Alluring offers in the Accounting and Commercial field have been made to Mr. Race from time to time but he has refused to be detracted from his life's work.

He is a hale fellow and well met, and all Zanerians join in wishing Mr. Race many more continuous, efficient and uninterrupted years of service in the public schools of Bay City.

A fine specimen or Ornamental Penmanship has been received from W. H. Morgan, Clear Fork, W. Va.

We acknowledge receipt of a page of writing prepared by David H. Hall of West Union, Iowa, Civil War Veteran, who is now in his eighty-second year. Mr. Hall's work is light in touch, freely and skillfully executed and suggests the work of a young penman. In fact, there is nothing in his work indicative of age. The specimen was sent us by his daughter, Mrs. Emma M. Taylor, Instructor in Penmanship, Tamalpais High School, Sausalito, Calif. Mrs. Taylor states that many people in his home town insist on his writing their calling cards, and that he is even called upon to write wedding announcements.

We believe that as a rule when persons pass the age of sixty not a great deal can be expected of them in the way of good penmanship. However, if we judge correctly in the matter, this age limit is gradually being extended, for it seems to us that each year we receive more good work from persons who have passed the age of sixty than we received the year before. We are always pleased to receive specimens from persons whose ages are a few decades past the Osler limit.



J. R. McAllister of Struthers, O., is beating all his past records in writing beautiful name cards. The above are the best we have seen from his pen.



T. A. BLAKESLEE

The first eight years of Mr. Blakeslee's schooling were received in a sod school house, in Central Nebraska, his father having gone to Nebraska as a pioneer in 1880.

At the age of nineteen he began teaching and alternately taught and went to school and college for the next fourteen years.

He took his science degree, also business courses and teacher-training, at Fremont Normal College (now Midland College). In 1916 he received A. B. degree at Cotner University; 1917, Ph. B., at University of Chicago, and in 1924, A. M. at University of Nebraska.

Mr. Blakeslee purchased an interest in the Nebraska School of Business, Lincoln, in February, 1915, and was made business manager. In autumn of same year, he bought a controlling interest in the school, and became president as well as manager.

Recently the Nebraska School of Business and the Lincoln Business College were consolidated.

Miss Ruby M. Stone, commercial teacher in the Clarion, Iowa, High School, has recently accepted a position to do similar work in the High School at Monroe, Michigan.

Miss Doris E. Ireland, a member of the graduating class of the School of Business at Syracuse University, will teach commercial work the coming year in the Port Henry, N. Y., High School.

*An ounce of common sense is worth a pound of book learning.*

Written by Rene Guillard, Evanston, Ill.



### MR. CRAGIN PASSES AWAY

Gentlemen: The attached clipping will apprise you of the death of Mr. Chas. T. Cragin of Holyoke, Mass., but known and respected wherever the Business Educator is read. An "old-timer" in the field of business education, Mr. Cragin possessed the ability and enthusiasm of the youngest. His sterling qualities as a man endeared him to all who knew him, and deep is the impress which he has made on the lives of many. Tireless in his efforts to further the interests of young folks and to imbue them with some of the enthusiasm which he at all times displayed, he gradually wore himself down until the dread messenger at last summoned him to rest.

It can be truly said that he has lifted the lives, helped the hearts and made the minds of hundreds, and this surely is a grand and noble legacy to leave behind as we pass into the Great Beyond.

May he be eternally happy with the Children of Light.

Francis J. Smith.

The above letter was received just as this number of the Business Educator was going to press.

### MULTUM IN PARVO — Much in little

"Penmanship Made Easy" is the sanest route to good penmanship ever put in print. Sold on an absolute guarantee. Say "Mail Particulars". H. W. MILL, Supervisor of Writing, Columbia, S. C. Box 728.

### ZANERIAN GOLD BRONZE POWDER

A money maker for pen workers, and especially for card writers. Sprinkle some of this sparkling powder on the ink before it dries and enough will remain on the shades to make them a brilliant gold color. Catch in a small box that which does not adhere to the ink and but little bronze will be used.

Arnold's Japan is a good ink to use in connection with the bronze powder, for it contains some gum. If a drop or two (not more) of pure glycerine is added to the ink the powder is less likely to rub off.

Give this bronze a trial, delight your customers, and see the shekel's roll in. 1 oz. package, postpaid, 25c.

**ZANER & BLOSER COMPANY**  
Columbus, Ohio

### Business School Owner--Attention--Please!!

What would it mean in Dollars and Cents to you if you could make EVERY STUDENT who comes to you an efficient typist in half the time now required?

I am ready to BRING to you a TYPE-WRITING SYSTEM which does accomplish this result.

The use of the FAIRCHILD-HOME-KEY-LOCKING-DEVICE, — an attachment to the typewriter by which any one or all the Home-keys may be instantly locked so that the student can PRESS DOWN ON THEM and ANCHOR his fingers while learning to correctly strike the other keys, is the basis of this system which quickly develops finger freedom, finger muscles, and finger control; cuts out hand and arm movement; and decreases the time required and the cost per student by ONE-HALF.

A mechanical finger exerciser and a workable text make the system complete.

Contact with owner of a large school or chain of schools particularly desired.

ALEXANDER H. FAIRCHILD  
1106 New York Ave., N.W., Washington, D.C.



HENRY W. PATTEN, PH. B.

Was born and raised among the hills of New England, New Haven County, Conn.

Ever since he learned to walk he has been on the jump. Just read this:

Graduated Connecticut State Normal, 1882. Graduated Yale, 1886, Ph. B. Rowed on the Yale Crew against Harvard 1884 and 1885, on the Thames at New London. Member of Conn. Light Artillery, 1883. Commandant Illinois Military Academy 1889. Major of Infantry, Illinois National Guard, commissioned Sept. 8, 1890. Instructor in physical training at University School, Chicago, 1890 to 1894, and same at the Genesee State Normal School, N. Y., 1896 to 1900. Graduate Rochester (N. Y.) Business Institute.

From 1900 to date, teacher of penmanship and accounting, Central High School, Philadelphia, Pa. Head of Commercial Dept., Central Evening High School, Phila., since 1913; and Head of Dept. of Commerce, Central Summer High School, since 1921. Member of the Presbyterian Church and a Mason.

Hobby—collecting fine penmanship.

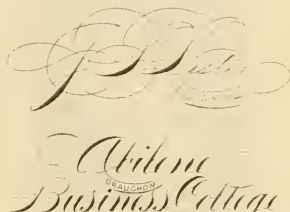
Major Patten is an enthusiastic, painstaking teacher and a genial, wholesome gentleman. He has scores of friends in the teaching profession. One of his greatest admirers is

Yours truly,

R. S. Collins, Philadelphia, Pa.

May 5, 1925.

James E. O'Brien, Moorcroft High School, Moorcroft, Wyo., will be identified with the Knox School of Salesmanship, Oak Park, Ill., next year. Mr. O'Brien will assist Jay W. Miller, Vice-President of the Knox School, in the organization and teaching of salesmanship classes in Chicago and vicinity.



The above is from the pen of E. A. Lupler.

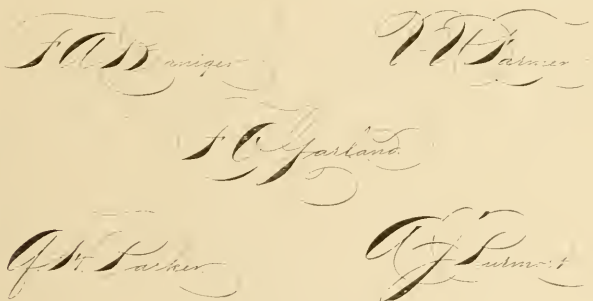
### JOKER CARDS

We have come into possession of a limited number of joker cards, the kind that afford much innocent amusement among young folks. There are twelve different designs in each set, and each card contains blank space in which to write a name.

Card writers find these cards in great demand at good prices. Order a set and give them a trial.

One set of twelve different cards, postpaid, 25c.

**ZANER & BLOSER COMPANY**  
Columbus, Ohio



These skillful signatures were written by F. B. Courtney, Detroit, Mich.

Win a Business Educator Certificate

## LEARN PENMANSHIP BY MAIL

from one of America's finest penmen.  
Send for my free circular.

*W. E. Moore*

1043 Maple Ave.

EVANSTON, ILL.

**FOR SALE** Business College in Central Indiana. Town of 30,000. No competition; well established; up-to-date equipment. Small expenses and large profit. Reason for selling, health. Address Box 572, care Business Educator, Columbus, Ohio.

*Learn to Write*

**AN ORNAMENTAL STYLE** My course in Ornamental Penmanship has helped hundreds become PROFESSOR. NALS. Send for proof. Your name on card (in 3 styles) if you send 10c. A. P. MEUB, Expert Penman, 2365 Mar Vista Ave., Pasadena, Cal.

## ZANER & BLOSER Method Summer Schools of Penmanship in California, 1925



MILDRED MOFFETT

Miss Moffett will have charge of the Penmanship Teacher Training courses in the University of Southern California, Los Angeles, June 29 to August 7, 1925.

One course will cover Theory and Practice of Penmanship and the other will include Penmanship Methods and Pedagogy. Two units of credit will be given to those who follow the second course.

Few supervisors of handwriting have had the opportunity of acquiring such a broad view of the work as Miss Moffett has had. Before beginning her educational work she graduated from the Springfield, Ohio, Normal School and later from the Zanerian College of Penmanship, Columbus, Ohio.

Previous to taking up the work as field supervisor of penmanship for the Zaner & Bloser Company, which position she now holds, she had a number of years experience as a grade teacher and as a supervisor of writing. Then her three years' experience as field supervisor of penmanship has afforded her unusual opportunities for observation and teaching.

We believe that many persons will be glad to avail themselves of her instruction. We therefore predict a large attendance and a profitable summer's work for all who attend.

Surely we are justified in stating that there is a great forward movement for better penmanship taking place in California at this time. When persons of the personality, ability and enthusiasm possessed by Miss Moffett, Mr. Wiatt and Mr. Moore devote themselves wholeheartedly to the cause, some far reaching results are bound to follow.

Watch for handwriting results in California! Public School teachers and others will find that a course in one of these summer schools will pay handsome dividends. The improvement of their own handwriting and the knowledge they will acquire in teaching penmanship will make the teaching of this subject a positive joy instead of an uncertainty.

But we would be unjust to a large number of other states in the Union and to many other very capable supervisors and teachers of handwriting if we should leave the impression that in California alone great progress is being made in methods of teaching, accompanied by superior results in handwriting.

View the list of Zaner Method Summer Schools on page 35 of this issue of THE BUSINESS EDUCATOR. Some of the instructors' names were unintentionally omitted in connection with the schools in which they are to teach, but every one deserves as much publicity as that given to the three California instructors.

Think of the results that are bound to be obtained from the combined efforts of all of these instructors. Surely penmanship is gradually coming into its own by receiving the attention it deserves.

Each instructor will send a report of his or her work after the school is closed to keep us in touch with what is being done. It is our desire to do even more in the future, if possible, than we have done in the past to help in this work.



R. E. WIATT

Mr. Wiatt will conduct the penmanship courses in Miss Swope's School, Santa Cruz, California, June 29 to July 17, 1925.

Those who follow these courses will receive the benefit of Mr. Wiatt's many years of experience as a supervisor of handwriting. Their own handwriting will not only be greatly improved but Mr. Wiatt will thoroughly acquaint them with the most advanced methods of teaching this subject.

Mr. Wiatt is supervisor of penmanship in the Los Angeles Schools, and is recognized everywhere as one of the leading men in this field of work. He is frequently consulted by school officials and others, not only regarding his specialty, but on other educational subjects.

We are confident that a large number of persons will avail themselves of his able, enthusiastic and scholarly instruction.



W. E. MOORE

Mr. Moore will have charge of two courses in handwriting in the Southern Branch of the University of California, June 27 to August 8, 1925. The aim of these two courses is to not only improve the handwriting of those who take them but to impart to them the most successful methods of teaching handwriting.

A test will be given at the end of one of the courses for a Zaner & Bloser Method Penmanship Certificate.

Mr. Moore is now principal of Longfellow School, Oakland, California, and has had wide experience as a supervisor and special teacher of handwriting.

This will be the fourth summer he has had charge of handwriting at the University of California; twice at Berkeley and twice at the Southern Branch, Los Angeles.

About 150 teachers have worked under his instruction each summer.

**ZANERIAN COLLEGE OF PENMANSHIP**  
COLUMBUS, OHIO



## DESIGNING & ENGROSSING

E. L. BROWN  
Rockland, Me.

Send self-addressed postal for criticism, and stamps for return of specimens.

**Single Stroke Lettering** This style is based on the gothic letter and is a practical one for purposes where a plain, rapid style is necessary. Most useful for general marking, window cards, etc.

Use India ink, Bristol board or heavy

paper with a tolerably smooth surface, and a No. 2 Esterbrook drawing and lettering pen. This pen has a disc-like nib and a fountain attachment, a combination which controls the thickness and stroke and regulates the flow of ink. The best pen we know anything about for lettering window cards, marking packages, etc.

Study the forms carefully and after fifteen or twenty minutes practice on the strokes take up the letters in their order, making all strokes in the direction indicated by the arrow heads. Aim for uniform verticality, size and spacing. Remember a thorough knowledge of form precedes accuracy, and that

careful, thoughtful study and practice is the way to dexterity. This style of lettering requires no pencil outline and very little if any retouching. Some very pleasing effects can be obtained by using pale ink or water color for the relief lines and scroll work shown on and around words "Special Bargains To-day".

The letters may be brush shaded with pleasing effect. We will take up the matter of water-color as applied to this class of work and general engrossing in later lessons. This lesson is designed primarily for beginners, and we should be very glad to receive work for criticism.



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**TO DAY**  
**IN EVERY DEPARTMENT**

**TRY THIS STYLE FOR SHOW CARDS** ☒

*Learn While*

**LEARN AT HOME** **DURING SPARE TIME**  
Write for book, "How to Become a Good Penman," and beautiful specimens. Free. Your name on card if you enclose stamp. F. W. TAMBLYN, 406 Ridge Bldg., Kansas City, Mo.

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The finest script for Bookkeeping Illustrations, etc., copy for which is prepared for the engraver. Send copy for estimate.

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VIA GUIDE KEY CROWNS,  
THE FAR BETTER WAY.

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HIGH GRADE  
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CERTIFICATES.**

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ROCKLAND, MAINE

## Before You Invest — Investigate

### "THE LITTLE KING"

has arrived. It certainly is a little king. It is undoubtedly the finest penholder on the market. I have tried many of them, but have never bought one the equal of this little wonder. It is truly the expert's penholder—made by an expert penman who has proved himself an expert penmaker." Excerpt from a letter from PROF. R. R. REED, Penman, Ferris Institute, Big Rapids, Mich.

My catalog describing this excellent holder and other high grade materials for students, penmen, teachers and engrossers will be sent free. You should have a copy.

**R. C. KING,** 701 Metropolitan Life Bldg. Minneapolis, Minn.







## PENMANSHIP EXHIBIT

In connection with the Eastern Commercial Teachers' Association which was held in Philadelphia, April 9th, 10th and 11th, there was held an exhibit of fine pen work which included scrap books, resolutions handsomely engrossed, and students' specimens. Those who contributed scrap books and pen work are as follows:

Mr. Rene Guillard, Evanston, Ill.  
Mr. W. C. Brownfield, Cleveland, O.  
Mr. E. O. Folsom, Utica, N. Y.  
Pierce School, Philadelphia, Pa.  
Mr. H. W. Patton, Philadelphia, Pa.  
Mr. C. G. Price, Packard School,

New York City, N. Y.

Mr. E. S. Lawyer, Los Angeles, Cal.  
Mr. M. J. Ryan, Pierce School, Philadelphia, Pa.

Mr. E. M. Hull, Banks Business College, Philadelphia, Pa.

Mr. H. W. Strickland, Land Title Bldg., Philadelphia, Pa.

Mr. Charles W. Hough, Packard Bldg., Philadelphia, Pa.

The Zanerian College of Penmanship, Columbus, Ohio.

Mr. H. W. Patton deserves much credit for gathering together this material, which was stated by many to be the best exhibit of first-class pen work ever held. Mr. Patton worked long and hard to make it a real success. He himself exhibited seven books of fine work.

Mr. Karl Mueller is a new assistant in the Department of Business Administration at Texas Christian University, Fort Worth.

The Bryant & Stratton College, Providence, (Harry Loeb Jacobs, President; also President of the Eastern Commercial Teacher's Association) has the State right to grant Degrees. Mr. Jacobs buys his Sheepskin and Parchment Diplomas from us.

*Glad to send samples and prices if you wish them.*

## Martin Diploma Company Boston



There are many penholders on the market; but the MAGNUSSON PROFESSIONAL is the only penholder that has won its reputation on its own merit for ornamental writing. The thin stem which is so desirable cannot be made successfully with an automatic lathe, therefore they are HAND MADE of selected rosewood. (Look for the brand.) The A. "Magnusson Professional" hand turned holders are adjusted especially for penmanship 8 inch plain, each 35c; 8 inch inlaid, 75c; 12 inch plain, 75c; 12 inch inlaid, \$1.35.

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Penmen and teachers of penmanship will recall that a few years ago one of the most active workers in the field of penmanship was John A. Stryker, who now resides at 930 Acoma Street, Denver, Colorado.

We recently received from Mr. Stryker a number of written cards which show that his skill with the pen is still that of a professional. In fact, considering that he is now giving the greater portion of his time to carnival work, we think his card writing truly wonderful.

Now he is a showman and undoubtedly one of the greatest events ever planned for the Northwest is the Northern Idaho Stampede and Coeur

D' Alene Carnival to be held July 1, 2, 3 and 4 at Coeur D' Alene, Idaho.

Mr. Stryker is a former student of the Zanerian College of Penmanship, Columbus, Ohio, and we know that all of his former Zanerian and Business Educator friends will be pleased to learn of his success as a showman. Many may plan to attend this coming event which he is promoting.

The Chamber of Commerce of Coeur D' Arlene selected Mr. Stryker as General Director of the Northern Idaho Stampede. It seems that the people of the great Northwest are placing on his shoulders the mantle left by the late Buffalo Bill.

The carnival competitions will feature Cowboy, Indian and Pioneer sports, a sort of "folk feast," with local contestants in water sports, lumber sports and rock drilling contests. In addition, the Stampede events will comprise some twenty different contests.

Mr. Stryker states that the nearest approach in carnivals to the one planned are the famous "Pendleton, Oregon, Roundup" and the "Cheyenne, Wyoming, Frontier Days," but that in this one they are going them much better by having numerous other features that have not been seen in the other carnivals.

Coeur D' Alene is in the recreation center of the Pacific Northwest on the Yellowstone trail in the heart of the mountains where fishing, camping, boating and swimming, as well as hunting, are supreme.

We must confess that after reading Mr. Stryker's literature, we felt a very strong impulse to arrange to be in Coeur D' Arlene July 1st to the 4th. It is expected that over 100,000 will pay admissions to this event this year.

We are pleased to give the Northern Idaho Stampede this publicity freely and heartily because of the fact that our old friend John A. Stryker, penman, showman and gentleman, who is making such a conspicuous success as a carnival and show manager is at the head of it, and because many of our readers may be glad to learn of the event and attend.



One of the most remarkable rides ever photographed. The cowboy hangs at right angles to speedy mount with nothing but a foot hold. Then he spins his trusty lariat for pasture. This is one of the many thrilling and daring trick riding stunts that will be performed by cowboys at the Stampede.

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school and business man desires a position as manager or teacher in a business school. Would buy or lease a good school. My wife who is an experienced teacher of Gregg and Graham Shorthand and Typewriting would accept a position in the same school. Address Box 571, care Business Educator, Columbus, Ohio.

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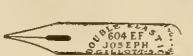
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## BOOK REVIEWS

Our readers are interested in books of merit, but especially in books of interest and value to commercial teachers, including books of special educational value and books of business subjects. All such books will be briefly reviewed in these columns, the object being to give sufficient description of each to enable our readers to determine its value.

**Accountants' and Auditors' Manual**, by William M. Stone. Published by the International Textbook Co., Scranton, Pa. Red leatheroid binding, 422 pages.

Seasoned practitioners, bookkeepers, clerks, and business men, as well as students of accountancy will find in the pages of this manual authentic information bearing on problems arising in their everyday work. The publishers have not attempted to produce an accountants' encyclopedia, but rather to treat thoroughly and concisely the principles of accounting and their application, and to include such further information of interest and use to accountants as can be contained in a pocket-size reference book.

**How to Keep Your Money and Make It Earn More**, by Herbert N. Casson. Published by B. C. Forbes Publishing Company, 120 Fifth Ave., New York City, N. Y. Flexible binding, 137 pages.

The table of contents of this book is as follows: Buy Only What You Know; Never Buy, Give, Lend nor Invest Under Pressure; Speculate on Properties, Not Schemes; Buy Only What Can Be Re-Sold Without a Loss; Take Your Profits; Ask Your Banker; Buy at the Bottom and Sell at the Top; Keep Your Money Moving; Borrow All You Can Use; Borrow for Expansion, Not Show; Give, But Never Lend; Buy the Ordinary Shares of the Best Company in the Worst Industry; What is Wall Street? by Seymour L. Cromwell.

**The Expert Dictator**, by Conrad J. Saphier and Thomas J. Smyth. Published by Isaac Pitman & Sons, New York City. Cloth cover, 386 pages.

This book presents a new departure from the accustomed make-up of a dictation book. Teachers of shorthand agree that speed comes in no other way than by regular and systematic practice. The difficulty has been the lack of a text so planned as to provide the teacher and student with a daily dictation book combining theory with practice.

This work is intended for the student who has completed the theory and is ready for actual dictation practice. It is designed with the conviction gained from practical classroom experience that the student will, through a knowledge of correct outlines, reinforced by regular and systematic practice, attain that degree of proficiency in writing which distinguishes the expert from the novice.

**Learning to Typewrite** (With a Discussion of the Psychology and Pedagogy of Skill) by Dr. W. F. Book, Professor of Psychology, Indiana University. Published by the Gregg Publishing Company, Chicago. Cloth cover, 777 pages.

The author of this book believes that the emphasis should be shifted from a discussion of methods of teaching and methods of instruction to methods of learning; that a series of studies and books should be produced which will emphasize this more basic approach to efficient methods of instruction. He believes that the best way of obtaining the most economical and efficient method of directing learners in any subject or type of learning is first to determine what these learners must do to succeed in this type of acquisition. Then to determine the correct order of doing these necessary things as well as to determine the special difficulties that these learners normally encounter in doing these things. No teacher can assist his learners in avoiding or overcoming these difficulties or direct his learners most efficiently in doing what must be done to succeed in the type of learning which he directs without a knowledge of these facts.

**The Mathematical Theory of Investment**, by Ernest Brown Skinner.

Published by Ginn and Company, Boston, Mass. Cloth cover, 269 pages.

This book has been written for the use of students of business and public affairs. The fact that, with a few notable exceptions, colleges and universities have hitherto made no provision for courses in mathematics adapted to meet the needs of students trained for commercial careers and for the public service, is due in no small measure to the lack of a suitable textbook. In recent years the closer study of business methods and the extension of governmental control over many forms of industrial and financial activity have greatly emphasized the value, to students of finance, of a knowledge of what the Germans call "political arithmetic".

**Penmanship Teaching and Supervision**, by Leta Severance Hiles, Supervisor of Penmanship, Long Beach, Calif. Published by Jesse Ray Miller, 347 University Avenue, Los Angeles, Calif. Cloth cover, 128 pages.

In this book an attempt is made to bring definitely and consciously before the reader the fundamental facts necessary to secure legibility and rapidity in penmanship, without causing strain of eye or cramp of hand. The treatment of the subject is simple and direct. The problem of the problem of penmanship is followed by a consideration of the essentials necessary to the establishment of a habit that shall result in good penmanship. The materials necessary are taken up in detail. The tests of the preparation is dwelt upon. Workable suggestions are given a place. One chapter deals with the minimum requirements for all, and the closing chapter discusses supervision.

**The Private Secretary, His Duties and Opportunities**, by Edward Jones Kilduff. Published by the Century Company, New York City, N. Y. Cloth cover, 387 pages.

The revised and enlarged edition of Professor Kilduff's text, **THE PRIVATE SECRETARY**, recently published, has in its revision the full advantage of the information and knowledge acquired by the author in his investigation. The new edition is, therefore, thoroughly up to date and based upon special experience. The problems the student will be confronted with nearly every perplexity which the young secretary is called upon to face during the early stages of his career. This is an extremely practical text and one that shows, besides the duties and the requirements of the secretary, the opportunities of advancement and of service that are inherent in the position.

**Psychology in Business Relations**, by A. J. Snow. Published by the A. W. Shaw Company, Chicago. Cloth cover, 562 pages.

In this readable book, the author shows the application of the principles of psychology in the various activities of business. Beginning with a study of the fundamental nature of man he outlines the psychology of the consumer and shows the significant part that psychology really plays in marketing, advertising, selling, and employment. The author aims to describe the principles of this interesting science and show specifically how their application has contributed to more effective distribution and the placement of employees in the work for which they are best fitted. The famous tests which the author perfected for determining mental ability, fear reaction, and carelessness of applicants for positions as drivers in the A. W. Shaw Company are described. The application of these psychological tests has reduced accidents by Yellow Cab Drivers more than 30 per cent.

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New Home of Bryant & Stratton College, Providence, Rhode Island

March first, Bryant & Stratton College, founded in 1863 in Providence, Rhode Island, moved into its new home in the recently completed Bryant & Stratton Building, Fountain Street at Union.

This building, beautiful but practical, Gothic in design, built of reinforced concrete and steel, absolutely fire-proof, is a striking example of the safest possible construction for a modern school home. On approaching it the visitor is impressed by the stateliness of the tower facing on Fountain and Union Streets, which, together with the main entrance, is of Gothic treatment. A marquee projects over the main entrance which opens into a heated lobby, side paneled in black veined marble and the floor laid in variegated tiles.

Two high-speed elevators, each with a capacity to hold fifteen persons and making a round trip to top of building and return in 38 seconds, will facilitate the passage to floors above. The space within has been divided to suit the purposes of the several departments; namely, the Business Administration and Higher Accountancy, the General Business and Banking and the Secretarial and Shorthand Departments.

On all four sides of the building broad windows designed to give ventilation without draft admit a flood of light and air into spacious class and study rooms, which have ceilings of the unusual height of 14 feet. Several rooms with their expansive glass sides give the appearance of veritable sun rooms. Brown Battleship linoleum covering the concrete floors harmonize in color with the light tan tinted walls. An ample lighting system conveniently

located for the use of the evening school students has been scientifically designed by the Westinghouse Lighting Laboratories of New York City. Containers supplying circulating ice-water are placed in all of the hallways; in fact, everything has been provided to insure healthful, comfortable and attractive surroundings for the student body.

A cafeteria fully equipped with every modern cooking appliance, a reference library, a rest room, an assembly room and a teachers' conference room are also included. The suite of six Executive Offices on the seventh floor combines the essentials of good business practice with beauty in appointments. Furnished in mahogany with soft two-tone brown rugs covering the floors, with tan walls and draperies in sand color, these offices afford an inviting background of friendliness and warmth.

It is heartily gratifying to Harry Loeb Jacobs, President of Bryant & Stratton College, to hear the surprised and enthusiastic comments on the results he has achieved. It is stated that many visitors have conceded it to be without question the finest private commercial school home in America.

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OF  
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**William** **are**  
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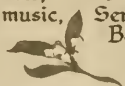
One by one earth's ties are broken,  
As we see our loved decay,  
And our hopes so fondly cherished,  
Brighten but to fade away.  
Just beyond this world of sorrow,  
Just beyond this world of care,  
We shall find our missing loved ones,  
In our Father's mansion fair.  
One by one our hopes grow brighter  
As we near the shining shore,  
For we know across the river  
Wait our loved ones gone before.

The original of this Memorial was in colors and gold, and was made by E. E. Jackson, 22 W. 20th St., Wilmington, Del.

In Memoriam  
**Charles Frederick Hawley**  
Born at Waukesha, Wisconsin  
December 12, 1861  
Died at Waukesha  
February 17, 1924

I heard the song of a lark, my dear,  
As upward in gladness it flew,  
And thrilled by its mystical music,  
Beloved, I thought of you.

I closed my eyes with the twilight  
As softly descended the dew,  
Serene in the bondage of slumber,  
Beloved, I dreamed of you.



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Miss Pearl Stewart, Director of Handwriting, California State Normal School, California, Pa., Instructor.

**Athens, Ohio** Ohio University. June 15th to August 14th, 1925. Mrs. Harriet Graham, Director of Handwriting, Springfield, Ohio, Instructor.

**Bowling Green, Ohio** Bowling Green State Normal School. June 13th to July 25th, 1925. Miss Alma Dorst, Director of Handwriting, Oak Park, Ill., Instructor.

**Chapel Hill, N. C.** University of North Carolina. June 22nd to August 29th, 1925.  
Miss Matte-Conn Baldon, Visiting Supervisor of The Zaner-Bloser Company, Instructor.

**Columbus, Ohio** Zanerian Summer School. July 6th to August 15th, 1925.

**Cullowhee, N. C.** Cullowhee State Normal School. June 2nd to August 22nd, 1925.

**DeKalb, Ill.** Northern Illinois State Teachers' College. June 8th to July 17th, 1925. E. F. Edel, Director of Handwriting, Clarksburg, W. Va., Instructor.

**Geneseo, N. Y.** State Normal School. July 6th to August 14th, 1925. Ida M. Gordon, Director of Handwriting, Clarksburg, W. Va., Instructor.

**Gorham, Me.** State Normal School. June 29th to August 7th, 1925.

**Greensboro, N. C.** North Carolina College for Women. June 16th to July 27th, 1925. Miss Olive Mellon, Director of Handwriting, McKeesport, Pa., Instructor.

**Indiana, Pa.** State Normal School. June 15th to August 15th, 1925.

**Kent, Ohio** Kent State Teachers' College. June 15th to July 24th, 1925. A. G. Skeeles, Director of Handwriting, Columbus, Ohio, Instructor.

**Lock Haven, Pa.** Central State Normal School. June 22nd to August 22nd, 1925.  
Harriet Raffle, Instructor.

**Los Angeles, Calif.** University of Southern California. June 29th to August 7th, 1925. Miss Mildred Moffett, Visiting Supervisor of The Zaner-Bloser Company, Instructor.

**Los Angeles, Calif.** University of California—Southern Branch. June 27th to August 8th, 1925. W. E. Moore, Prin. Longiellow School, Oakland, Instructor.

**Macomb, Ill.** Western Illinois State Teachers' College. June 8th to July 17th, 1925. D. C. Beighey, Instructor.

**Milledgeville, Ga.** Georgia State College for Women. June 15th to July 25th, 1925. Miss Mabel Vogan, Director of Handwriting, Fairmont, W. Va., Instructor.

**Millersville, Pa.** Millersville State Normal School. June 16th to August 15th, 1925.

**Milwaukee, Wis.** Milwaukee State Normal School. June 22nd to August 1st, 1925.  
Miss Ella M. Krmg, Instructor.

**Muncie, Ind.** Indiana State Normal School. June 22nd to July 25th, 1925.

**Orient, N. C.** Seashore Summer School. June 9th to July 17th, 1925. Frank H. Arnold, Director of Handwriting, Spokane, Washington, Instructor.

**Santa Cruz, Calif.** Miss Swope's School. June 29th to July 17th, 1925. R. E. Wiatt, Director of Handwriting, Los Angeles, Calif., Instructor.

**San Jose, Calif.** State Teachers' College.

**Valparaiso, Ind.** Valparaiso University. June 16th to August 20th, 1925.

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| Practice of Teaching Penmanship.....                   | 1       |
| Method of Teaching Penmanship.....                     | 1 1/4   |
| Business Penmanship Analysis and Theory.....           | 1 1/4   |
| Blackboard Writing.....                                | 3/4     |
| Psychology and Pedagogy as applied to Handwriting..... | 1 1/2   |

## SPECIAL COURSES

Advanced Business Writing  
Ornamental Penmanship  
Engrossing Script  
Practical Lettering  
Engrossing  
Zanerian Round Table

## OFFICERS AND FACULTY

E. W. Bloser, President.  
R. B. Moore, Secretary.  
R. E. Bloser, Treasurer.  
E. A. Lupfer, Principal.  
J. A. Savage, Special Instructor.  
C. Spencer Chambers, Special Instructor.  
Dr. Frank N. Freeman, Special Lecturer.



J. A. SAVAGE

Supervisor of Writing, Omaha, Nebr.



DR. FRANK N. FREEMAN  
Professor of Educational Psychology,  
University of Chicago

Dr. Freeman has kindly consented to deliver a series of three or four lectures on Handwriting Problems to our summer school students next summer. Definite dates for these lectures have not been set but they will be given at some convenient time during the term.

The handwriting profession is extremely fortunate in that a nationally known educator of Dr. Freeman's ability and scholarship is interested in the teaching of handwriting. Dr. Freeman's visit to our school will offer a rare opportunity for teachers and supervisors to meet him personally and to see and hear the results of his experiments and observations in the field of handwriting. These lectures alone will be worth to you many times the time and expense involved, saying nothing about the many other good things in store for you at the Zanerian next summer.



C. SPENCER CHAMBERS

Supervisor of Handwriting, Syracuse, N. Y. Public Schools and Th. Syracuse City Normal School

Mr. Chambers is recognized by the penmanship profession as one of the finest blackboard writers and teachers in the country.

Mr. Chambers has taught in Springfield, Mo., Portsmouth, Ohio, Covington, Ky., Cincinnati, Ohio, Pittsburgh, Pa., University of Virginia, Charlottesville, Va., Zanerian Summer School and Bliss College, Columbus, Ohio. His experience in connection with his exceptionally high order of skill in all branches of penmanship make his instruction very valuable. He is a hard working, conscientious teacher. He has spent many summers in the Zanerian. We are fortunate in again securing his services.

*Zanerian College*  
— Columbus, Ohio. —















